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ABSTRACT

This dropout prevention guide was designed to assist school districts in identifying potential dropouts and in developing and implementing programs that provide prevention, intervention, and remediation. The introductory section briefly reviews the purpose, design, and origin of this guide and recognizes national dropout concerns, the over-representation of minorities among dropouts, and the alienation of some gifted students. School, economic, and personal reasons for dropping out are listed; 40 characteristics of potential dropouts are given; the early identification of potential dropouts is discussed; and a potential early leaver is profiled. The steps that practitioners need to take to develop a dropout policy are outlined in the next section and an eight-step process is described. Other sections summarize procedures that districts can use to identify their own dropout problem and to plan their own course of action and describe 51 model programs in 18 dropout categories. The names of persons or agencies to contact in each program are given. This report concludes with a formal literature review of the dropout problem and a select bibliography that focuses on dropout literature and on evaluation and group process resources. The appendices contain dropout rate and high school graduate statistics and one school district's dropout report form. (NRB)

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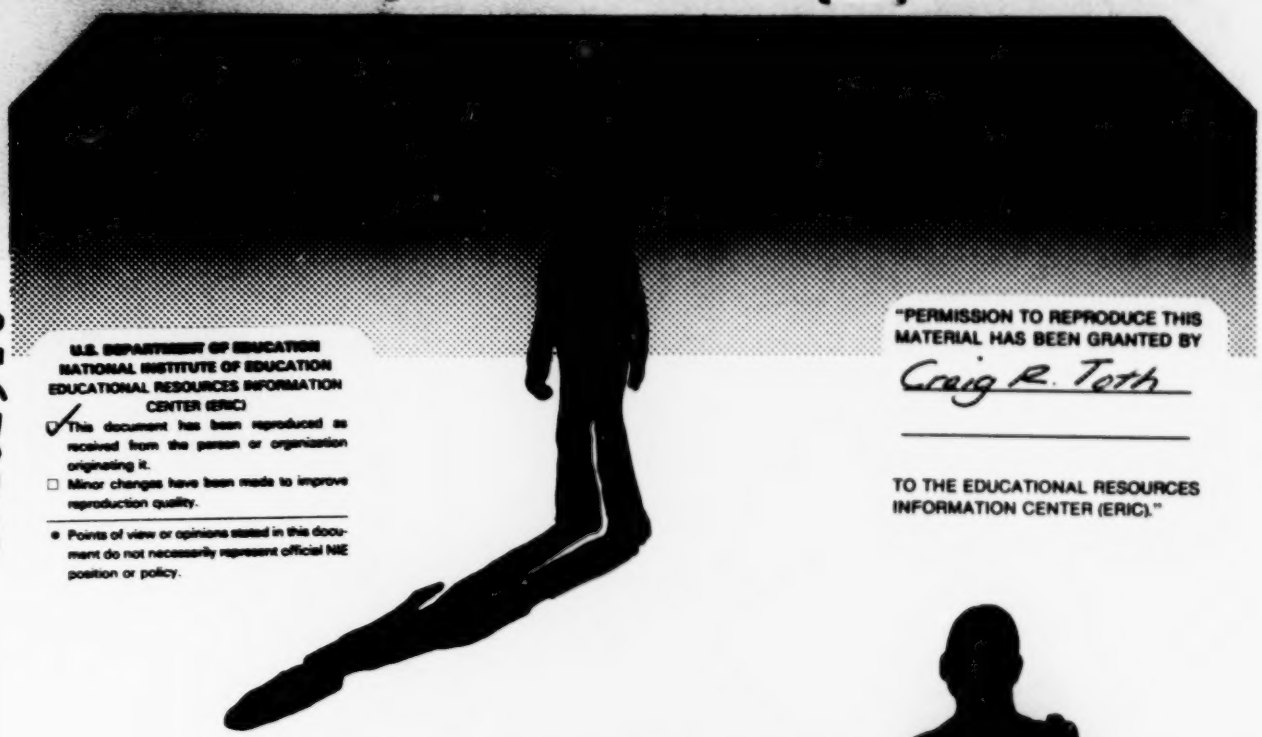
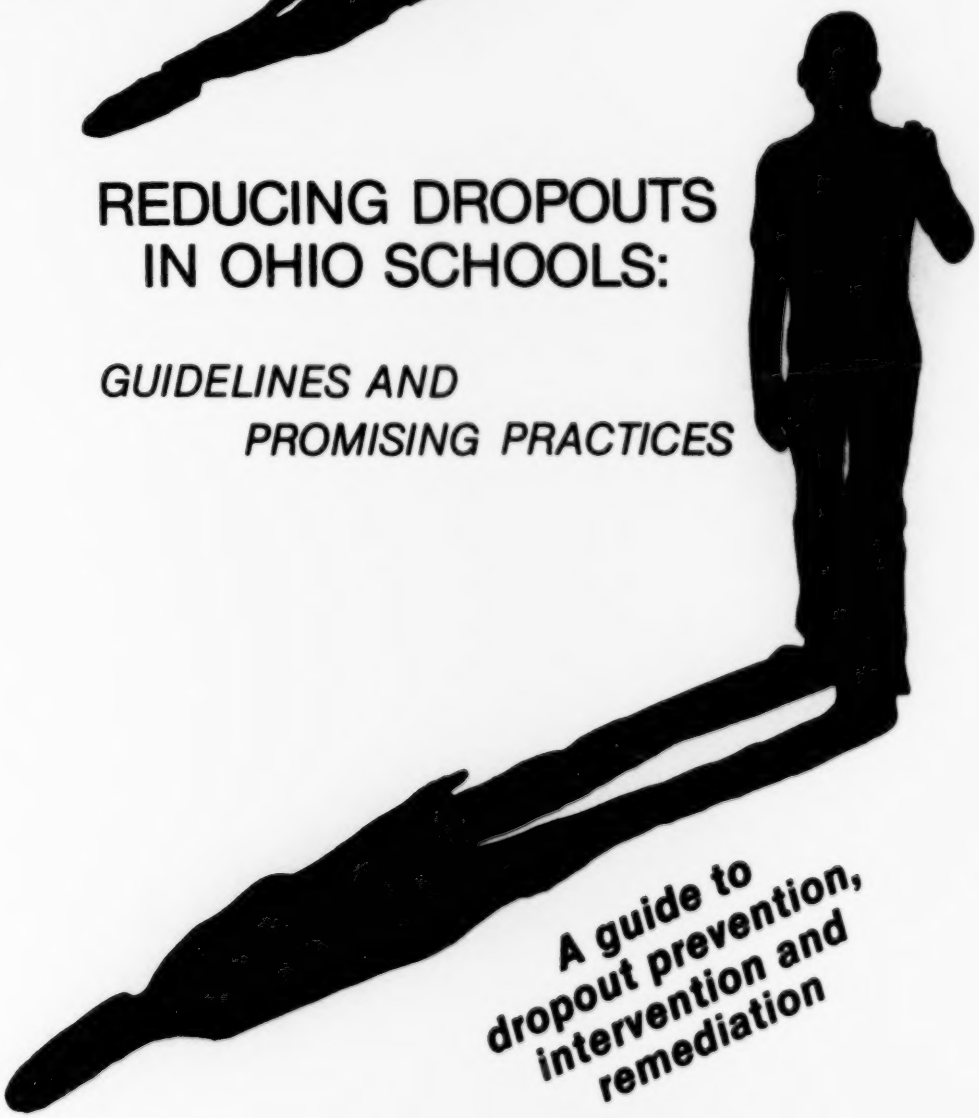


REDUCING DROPOUTS IN OHIO SCHOOLS:

GUIDELINES AND PROMISING PRACTICES



A guide to dropout prevention, intervention and remediation

CG 018551

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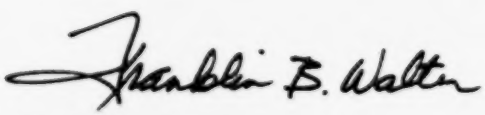
FOREWORD

Dropout rates in Ohio are currently showing a decline. This is the time to strengthen existing programs or establish vital, new programs to assure that each Ohio student experiences a program of educational excellence. Effective dropout approaches are those which are directed toward preventing school dropouts rather than those aimed at dealing with students who have already left early. A student-centered program that offers a variety of services and activities, provides school and community involvement at the K-12 level, and uses preventive and therapeutic counseling techniques has been demonstrated to help prevent the student from dropping out.

This document, *Reducing Dropouts in Ohio Schools: Guidelines and Promising Practices*, has been designed to assist school districts in identifying potential dropouts, and in designing/implementing programs that provide prevention, intervention and/or remediation. The information provided in the document establishes the need and content for staff inservice for dropout prevention awareness.



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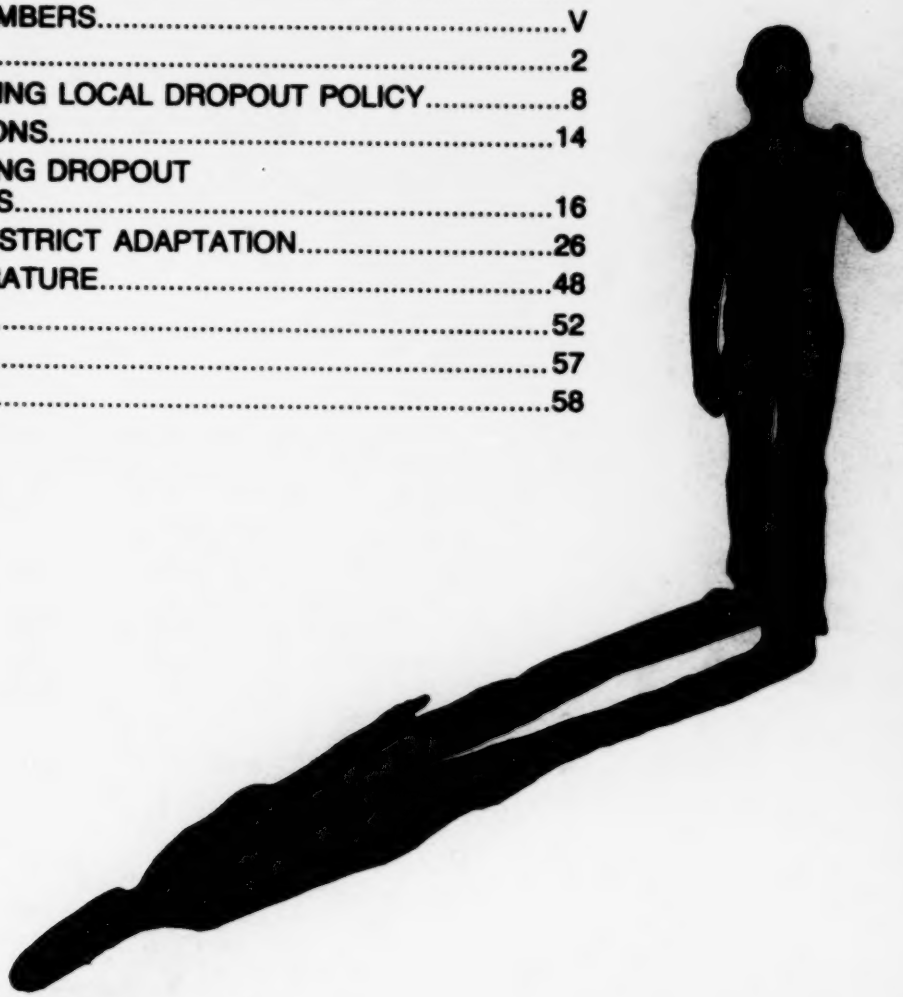

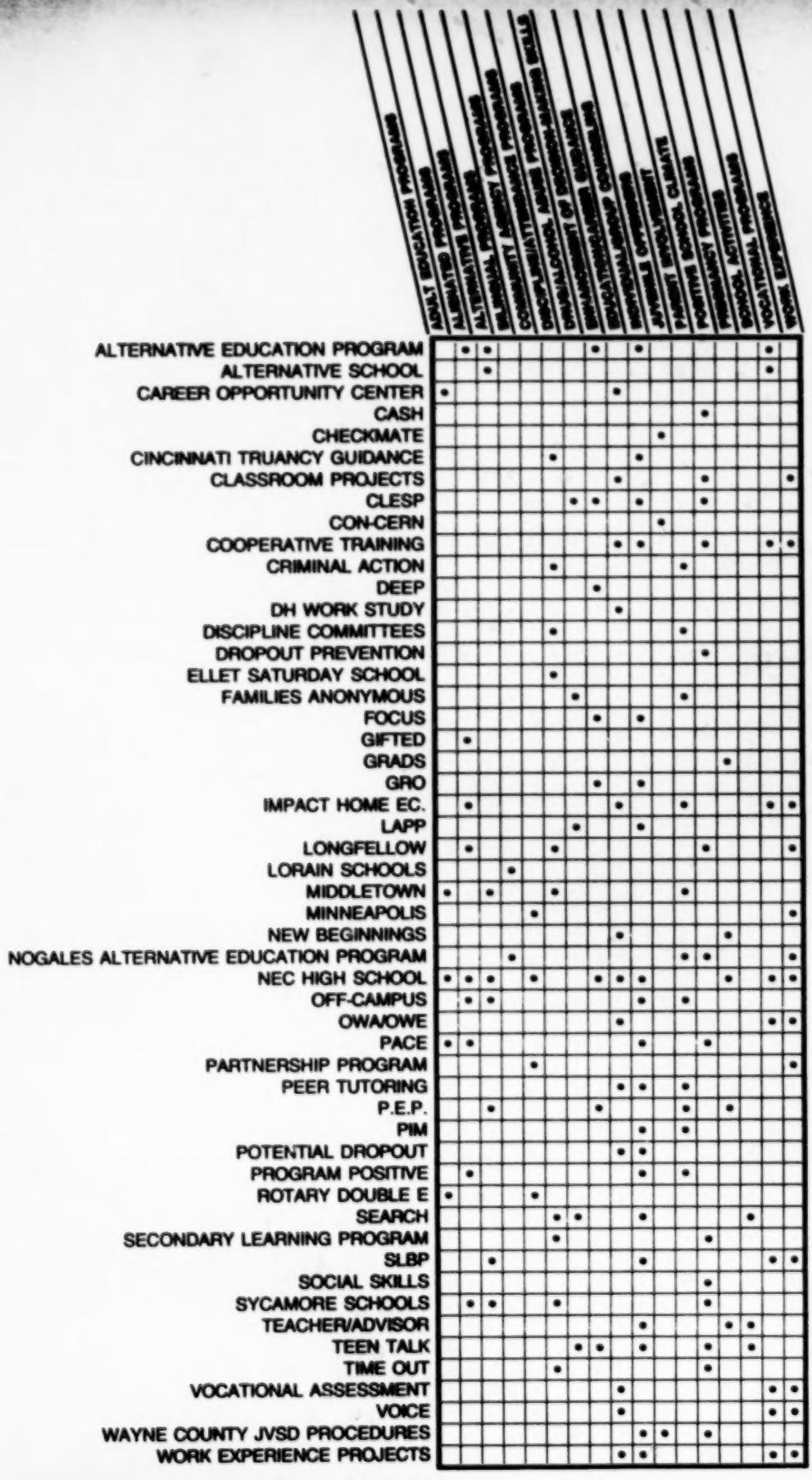
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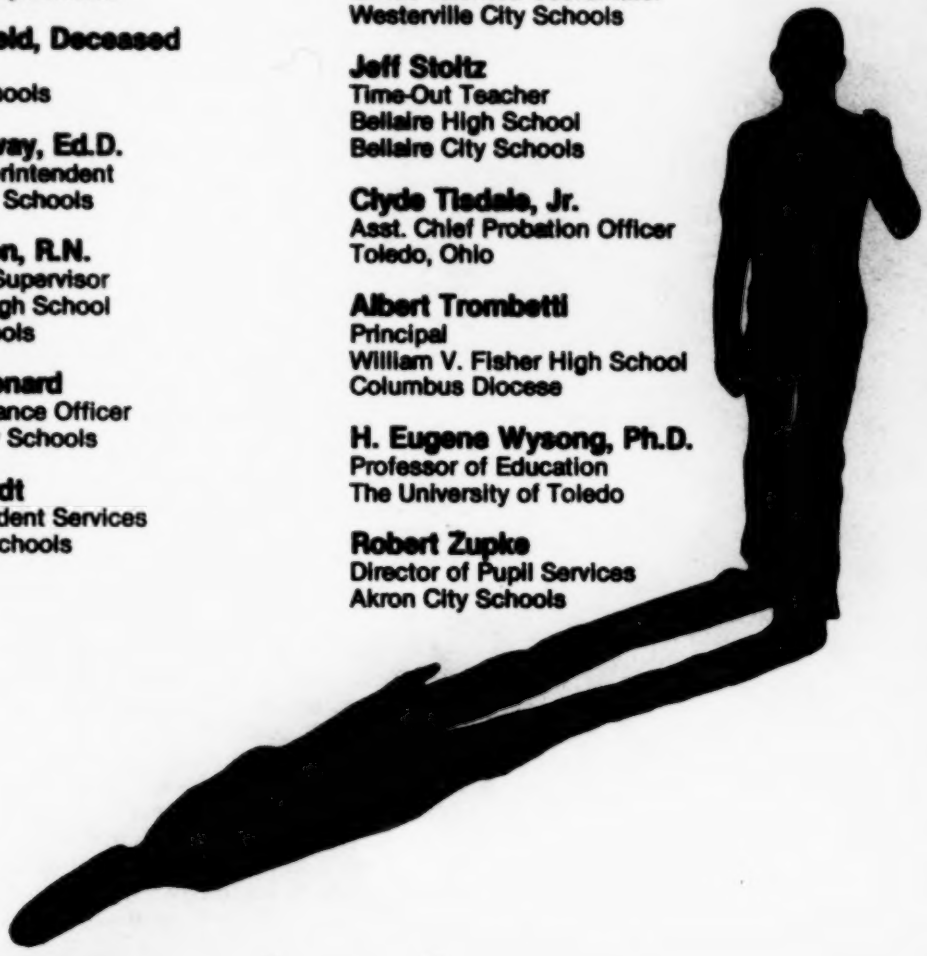


INTRODUCTION

Purpose

This handbook represents an attempt to put in a manageable form what other states and independent researchers have found useful in reducing dropouts. Although it contains a certain amount of facts and statistics, the handbook's purpose is to assist districts in mounting their own efforts at dropout prevention, intervention, and remediation. If each local district, depending on its own circumstances, puts into effect a dropout reduction strategy, Ohio can surpass the goals set by the State Board of Education in its *Mission for the 80's: A Blueprint for Excellence.*

Ohio districts have already made excellent progress in reducing dropouts, and the state's graduation rate of 82.2 percent is well above the national average. Relying on the leadership of local districts, Ohio can see its dropout rate diminish each year. Already many Ohio districts boast zero percent dropout rates.

The Reducing Dropouts Task Force believes that every district can enjoy a significant reduction in its dropout rate. The three requirements for success are **commitment, cooperation,** and **coordination.** This handbook is designed to assist districts in developing their own responses to the dropout problem.

Design

The chapters that follow this introduction contain the information that districts need to begin an effective dropout program. Chapter 2 outlines the steps that practitioners need to take to develop a policy that leads to action. Chapter 3 summarizes procedures that districts can use to identify their own dropout problem and to plan their own course of action. Chapter 4 describes programs that work in 18 dropout categories and gives the name of the person or the agency to contact. Chapter 5 contains a formal literature review of the dropout problem for those planners who want an overview of what has been written regarding dropouts. The literature review is followed by a select bibliography that also contains references to evaluation and group process resources as well as to dropout literature.

Origin

In the years from 1975-76 through 1978-79, Ohio saw the dropout rate for grades 7-12 climb from 17.4 percent to 22.2 percent. In response to this alarming increase, the Governor's Study Committee on High School Dropouts and Unskilled Graduates was established in February 1980. After ten months of investigation, the committee published its findings and recommendations in January 1981. The wide and varied recommendations called for strategies for early prevention, provisions for recognizing individual differences, and programs to provide options for the education of youth.

In its *Mission for the 80's: A Blueprint for Excellence,* published in 1981, the State Board of Education listed *Improving Pupil Attendance and Reducing Dropouts* as one of the thirteen priorities for improving the quality of education in Ohio. The Board set a goal of providing leadership to school districts in developing and implementing dropout prevention programs and activities so that the average percentage rate of school dropouts on a statewide basis will be reduced ten percent per year through 1989-90.

A state task force collected and reviewed research material, existing dropout programs, and local and federal governmental studies from Ohio and the nation. The task force recommended the publication and dissemination of a handbook containing guidelines for school district dropout policies

and descriptions of effective programs. This handbook, **Reducing Dropouts in Ohio's Schools: Guidelines and Promising Practices**, is the result of the task force's recommendation.

Dropping out of high school is not just an Ohio problem - it is a national problem. Students who leave the mainstream represent a significant yet unknowable loss both to themselves and to society. Alienated students will never achieve their full potential since their abilities will remain underdeveloped. Dropping out withdraws the student from the beneficial influence of society's desire to invest in youth. The consequences of leaving school before acquiring a diploma are grave. The Governor's Study Committee pointed out seven major differences between a dropout and a high school graduate:

1. Dropouts are more frequently unemployed.
2. The lifetime income for male dropouts is approximately 70 percent of the income for male high school graduates without college experience.
3. The dropout is six to ten times more likely to be involved in crime.
4. Eighty-five percent of state prison inmates are school dropouts.
5. Dropouts pay less tax monies and are more often on welfare.
6. Dropouts have fewer employment opportunities and fewer advancements.
7. Dropouts experience less sense of worth and personal satisfaction.

As the findings show, the most serious national and state consequence of dropping out is economic. In the job market, the high school diploma continues to be a major credential. The individual without it faces a future of mediocre employment and frustration: More than ever, **educational attainment is tied to earnings.** Because of higher unemployment rates and lower earnings among dropouts, early leavers are more likely to need public assistance than graduates. A 1972 study by the Select Senate Committee on Equal Educational Opportunity calculated that it would have cost $40 billion to have had a group of men aged 25-34 complete high school. That figure is relatively small when compared against a $237 billion loss in income over the men's life span—a dollar loss directly resulting from the fact that these men had failed to complete high school. The loss to society in the 1980's is much larger. That loss is, in effect, even greater than can be projected when one considers that dropouts are more likely to engage in criminal activity than are more educated individuals.

National Dropout Concerns

It is difficult to pinpoint an exact figure for the national dropout rate because many different methods of calculation are used. The U.S. Census Bureau in 1981 listed 7.8 percent of 16-17/year olds and 16.0 percent of 18-19 year olds as not enrolled and not graduated. A more precise gauge of the rate of attrition is the graduation rate, which the National Center for Education Statistics uses. In the **Condition of Education, 1983**, the center records a national graduation rate of 72 percent. Perhaps more than any other statistic, that rate underscores the magnitude of the dropout problem in the nation. (For a summary of the graduation rate for all states, see Appendix B.)

Minority Over-representation Among Dropout Ranks

A look at the sub-groups within the dropout population is instructive. Males have a higher dropout rate than females, but the male attrition rate may vary for ethnic groups during all school years. One thing, however, is clear: Minorities are overrepresented among dropouts. The Census Bureau reports that only 76 percent of 19-year-old blacks were graduates while 84 percent of white youths aged 19 were graduates. According to one longitudinal study (Rumberger, 1981), the actual probability of dropping out of high school is 20 percent for black females and 25.9 percent for black males. Very often inner-city dropout rates are much higher than national rates. Those percentages translated into numbers reveal the severity of the magnitude of the loss of human resources. Minority groups now make up an increasingly larger share of America's youth population. Generally speaking, the rates for Hispanics are lower than those for blacks but are almost twice the dropout rates of white students. Hispanic youth suffer from many of the problems encountered by blacks; the problem is compounded by the limited proficiency in English of many Hispanics - especially the children of migrant farm workers. In the United States, 3.6 million students need bilingual assistance to develop the basic skills to function in the regular curriculum. Within any particular ethnic group, students with little or no knowledge of English drop out at a much higher rate

than those who know it well, a fact which demonstrates that their basic problem is linguistic in nature. With the recent influx of refugees from Southeast Asia, a new class of linguistically different youth may be in the making.

Alienated Gifted Students

Another sub-group, one that is often overlooked, is represented by underachieving and alienated gifted students. Contrary to popular opinion, research has shown that continuation in school is not a matter of IQ. In fact, the dropout ranks are populated with students of enormous gifts. Educators must become more sensitive to this very real problem.

A popular misconception exists that all gifted students are self-sufficient and can "make it" on their own; however, some alienated gifted students, identifiable through the exhibition of generally negative characteristics, do not fully achieve success in the school setting. These students might be described by teachers (and some parents) as stubborn, manipulative, aggressive, bossy, insensitive to others, rebellious, or disruptive.

An alienated gifted student is one who exhibits a discrepancy between potential and performance. In the list below, any one factor in the potential column may combine with one or multiple factors in the performance column.

Potential	Performance
High intellectual ability	Low achievement
High academic ability	Low grade point average
High creative ability	Low work performance (productivity)
High performing arts ability	Low interest
	Low self-esteem
	Withdrawal,rebellion,or aggression

These various combinations (and possibly others) may significantly encourage the gifted student to become alienated.

Gifted students are a minority group comprising three to five percent of any given school age group. An alienated gifted student, therefore, is likely to be in an even smaller percentage. Alienated gifted students might be found among the profoundly gifted, the underachieving gifted, or among those gifted students with behavioral problems.

In the primary grades some gifted students display characteristics which create conflict leading to aggressive or withdrawn behavior in the classroom. These characteristics manifest themselves in the form of personality drives:

1. Self-desired perfectionism at an early age; the student tends not to try rather than fail at a task.
2. Frustration at not being able to complete a task at the level sought by the student even though normal development prevented his/her succeeding.
3. Acute sensitivity to global problems and to adult expectations and pressures.

These early personality drives can lead to the development of low self-concept, emotional problems, low motivation and perseverance (task commitment), social immaturity, and anti-social behavior.

Students' Reasons For Dropping Out

Educators and practitioners must also know the reasons that students give for dropping out of school. The students themselves report a variety of reasons. Researchers have found that the students' reasons for dropping out were related to factors that can be grouped under three categories:

School-Related Reasons

- Poor performance
- Dislike of school
- Expulsion or suspension
- Conflict with teacher
- Peer problems
- School too dangerous
- Transfer from original school area

Economic Reasons

- Desire to work
- Financial difficulties
- Home responsibilities
- Local employment conditions

Personal Reasons

- Home life
- Family problems
- Pregnancy
- Child care problems
- Marriage
- Health (physical, emotional, psychological)
- Educational and occupational aspirations
- Other—physical or sexual abuse, unresolved grief, divorce, etc.

Several studies note that most researchers have studied how variables related to family background and homelife influence the educational attainment of students. Important family factors are (1) the educational attainment of the parents, (2) the family's income, and (3) the family structure itself—whether the student comes from a broken home where one or both parents are absent. However, the students' reported reasons are not sufficient for tackling the problem directly.

The goal of any dropout effort is to prevent or intervene first and remedy later only if all other means fail. Unfortunately, reasons for dropping out are collected **after** the student has made the decision to leave school. Furthermore, educators should regard these reasons with some measure of skepticism. Often they are given as a rationalization or for the purpose of gaining social acceptance. Sometimes they simply mask the real motives for a student's alienation.

More significant from the school community's standpoint is a knowledge of the characteristics of dropouts, since these are indicators of the dropout-prone student. Those indicators are valuable for developing a profile of the alienated student which school districts can use to identify the potential dropout at the earliest age possible. Various studies have yielded various profiles. The list of indicators below represents a composite, but it is by no means complete. These indicators generally fall into three categories: school-related factors, personal factors, and home factors.

40 Characteristics of Potential Dropouts

School-Related Factors

Dropout-prone students usually:

- feel rejected by and reject the school
- have a high rate of absenteeism or truancy
- exhibit discipline problems in school
- have negative attitudes toward school
- do not identify with school life
- are unable to tolerate structured activities
- lack definitive educational goals
- are low academic achievers
- are two or more years older than class peers
- are enrolled in a general course of study rather than vocational education or college preparatory programs
- feel that courses are not relevant to their individual needs
- have difficulty with abstract reasoning, generalizing, and forming relationships
- do not read at grade level
- experience difficulty in mathematics
- fail more grades than their peers (at least once in elementary or junior high school years)
- have behavior problems
- lack incentive for achievement in traditional school activities
- do not participate in extracurricular activities

Personal Factors

Dropout-prone students usually:

- are socially isolated or socially and emotionally disturbed
- are "loners" unaccepted by their peers and whose friends are outside of school, usually older dropouts
- have a poor self-concept and lack a clear sense of identity
- belong to a minority group
- have frequent health problems
- have low perceptual performance
- are above or below average intelligence
- are inclined toward physical rather than mental activities
- have experienced some form of trauma including abuse or loss
- cannot relate to authority figures
- are impulsive decision makers
- are overrepresented among chemical users and abusers, delinquents, adolescent parents, and persons who attempt suicide or self-mutilation
- reveal lower occupational aspirations than their peers
- work more hours per week on a job than do completers
- are attracted to outside jobs, wages, and experiences

Home Factors

Dropout-prone students usually:

- come from single parent homes
- come from low-income homes
- experience little solidarity with their families
- have more older siblings than students who complete high school
- are exposed to a dropout at home
- are more mobile than other students
- lack cultural and economic experiences which relate to success in traditional programs.

Early Identification of Potential Dropouts

Districts and practitioners should not develop dropout profiles for secondary students only. **The most effective dropout prevention efforts begin at the elementary level.** Potential dropouts can be identified as early as the first grade. According to Wisconsin's dropout report, eight factors can be used as indicators by elementary staff to identify a potential dropout in the elementary grades. These factors are:

- failure of a grade or failure in reading
- lack of basic skills; inability to read at appropriate grade level
- low educational level of parents
- siblings or parents have been dropouts
- disruptive behavior and rebellious attitudes toward authority
- excessively stressful home life
- low level of self-esteem
- absence of father from home

Elementary dropout prevention efforts must focus on developing good reading skills, since those skills form the foundation upon which the student's academic success is built. Accordingly, practitioners at the elementary level should view reading proficiency as the touchstone of any dropout profile they construct.

A dropout profile instrument may comprise an elaborate statistical model or a simple, tabulated inventory. To identify dropouts at the earliest possible age, the Kentucky Department of Education used a computerized instrument to isolate statistically potential dropouts. The researchers studied the differences between those students who persisted in their high school studies and those who left the educational system. This information enables counselors to identify alienated ninth graders. School districts with sufficient computer and evaluation resources may well wish to consider adopting Kentucky's methodology.

An alternative and less costly and complex profile instrument is Fox's Potential Early Leaver profile, which many schools currently use. This quick checklist can easily be administered, interpreted, and scored. If five or more factors are checked, the student is a potential early leaver.

Potential Early Leaver Profile

Variable	Indicator
1. Age	Two or more years older than classmates
2. Physical size	Small or large for class group
3. Health	Frequently ill, fatigues easily
4. Academic achievement	One or more years behind in basic skills areas
5. Father's occupation	Unskilled or semi-skilled
6. Parent's educational level	Grade 7 or below
7. Number of children in family	Five or more
8. School to school transfers	Pattern of jumping from school to school
9. Learning rate	Below 90 IQ or 30th percentile
10. General adjustment	Fair or poor
11. Parents' attitude toward graduation	Negative or vacillating
12. Broken home	Absence of father or mother or both from family
13. School activities	Little or no participation
14. Out of school activities	Little or no participation
15. Attendance	Chronic absenteeism (20 or more days per year)
16. School grades	Predominantly below grade of "C"
17. Reaction to school control	Resents control
18. Acceptance of peers	Not liked by fellow students
19. Student's interest in school work	Little or no interest
20. Ability to read	Two or more years below grade level

Focus on Local Effort

It is not enough to be able to identify the potential dropout. Each district should do something about the problem at the local level. In 1979, S.B. Neil wrote:

> Less enrollment usually means less state aid. With less money school districts are likely to cut non-basic classes, alternative programs, and support personnel that encourage regular school attendance. While the problem of dropping out of school grows, there are less funds to deal with it.

But the motivation for specific action goes beyond funding considerations. The human costs are high, too. Every Ohio community suffers when its citizens do not have full access to its educational systems. This handbook represents one of the State Department of Education's efforts toward cutting and, perhaps, eliminating these inordinate economic and human losses. In partnership with all Ohio's school districts, the Department is confident that the goals expressed in its *Mission for the 80's* will be met and even surpassed.

GUIDELINES FOR DEVELOPING LOCAL DROPOUT POLICY

Value of Policy

The development and adoption at the local school district level of a written policy addressing dropouts are the first steps toward the assessment of the problem. Through formally written policy, decision makers transform tentative remedies from good intentions into strategies for immediate and future action. Policy, however, must provide direction for building-level initiatives, so that programs develop from the "bottom up" and not from the "top down." Local districts can begin to design effective dropout policy by quickly reviewing Ohio's legislation. In 1983, Ohio's response to the dropout problem was alluded to within section 3321 of the Revised Code, which mandates compulsory school attendance for all children between the ages of six and eighteen.

The Ohio Code

Under the Ohio Code, a child may be excused from school attendance if he or she

(1) has received a diploma indicating completion of a high school curriculum,
(2) has been issued an age and schooling certificate,
(3) has been excused by the superintendent because
  (a) the child's mental or physical condition does not permit attendance,
  (b) the child is receiving home instruction by a person qualified to teach the subjects required by law,
  (c) the child is over 14 years of age and is excused for a limited time to work for his or her parents, and
  (d) the school board provides good and sufficient reason for the child's not attending school.

Other Legislative Efforts

Several states have extended their compulsory education statutes to include legislation that defines the status of dropouts and established administrative procedures for intervention and/or prevention. A brief survey of one state's legislative efforts to use state law as a vehicle for creating policy initiatives at the local level may prove of value to Ohio planners who wish to write policy for their own districts. Moreover, the steps taken by one state to alleviate the dropout problem may serve as a model for legislative action and policy formulation in Ohio.

Beyond their recognition of the problem and their statement of commitment to helping youth find appropriate alternatives to school, the statutes encourage districts to establish full-time or part-time programs for dropouts as well as for truants. As an incentive, the statutes permit, for subsidy purposes, a fractional counting of students in dropout programs who enroll in each semester credit course leading toward high school graduation.

Maine's Six Considerations for Making Dropout Policy

Maine devotes a chapter of Title 20 of the Maine Revised Statutes to dropouts in addition to maintaining a separate chapter dedicated to attendance and discipline. The Maine statute defines the term dropout, mandates the formation of positive action committees and specifies its membership representation and the members' terms, prescribes its duties, and charges the state's Department of Educational and Cultural Services to provide any committee with reasonable technical assistance.

The Maine statute requires that in the formulation of each district's dropout plan the committee study the following six considerations:

1. The reasons that cause a student to drop out of junior or senior high school;
2. The development of a way to get into contact with recent dropouts in order to provide them educational and career services such as the GED program, adult education, tutorial and job-training programs, and counseling and referral services;
3. The creation of inservice and staff development programs to make teachers and administrators sensitive to the needs of the dropout;
4. The use of community human service resources to assist dropouts;
5. A school policy speaking to the relationship between due process and suspension, expulsion, and other forms of disciplinary action; and
6. The attitudes and practices within the school system which may, intentionally or unintentionally, discriminate against students because of ethnic, racial, or economic background.

Need for Local Effort

The motivating thrust of the Maine law was to stimulate the local district's recognition of the dropout problem both in general and in local terms. It is noteworthy that the law endorsed practices and research findings that have helped in building local-level dropout remediation plans in other states.

For their own dropout policies, Ohio districts must assume responsibility. As Novak and Dougherty discovered in 1979, the success of dropout programs depends mostly on the personal characteristics of the local staff. Other studies and the experience of other states - notably that of Wisconsin - substantiate the overriding importance of locally developed dropout programs.

The obligation to respond to the problem rests with all Ohio school districts. **The fulfillment of the State Board of Education's objective to reduce the rate of school dropouts on a statewide basis can occur only through a cooperative effort.**

Decline in National Rates

Although dropout rates for the nation and Ohio have considerably declined since the 1979-80 school year, the dropout problem continues to be serious. The dropout phenomenon reflects America's failure to achieve for its young people full participation in the high school experience. According to R. W. Rumberger (1981), during the first three quarters of this century, the percentage of 14 to 17-year-olds participating in high school had risen to 94 percent. Yet just when full participation appeared within reach, many states saw markedly increased attrition rates; Ohio was one of the states that experienced a dropout increase from school year 1975-76 to school year 1978-79.

Ohio Trends

Ohio's dropout rate for grades 7-12 declined each school year from 1979-80 to 1981-82, apparently reversing the upward trend that peaked in the 1978-79 school year. Yet the general improvement in the state's dropout rate is counterbalanced by four unsettling facts:

1. Some districts, where the overall attrition picture appears healthy, suffer from problematic dropout rates in one or more grade levels; the impact of these rates is often masked by negligible rates in the remaining grades.
2. High dropout rates are not only characteristic of large districts but are shared by middle-sized and small districts.
3. In 1981-82, throughout the state, grades 9 and 10 showed disproportionately high dropout rates; the rate for grade 9 is more than six times the rate for grades 7 and 8. The rate for grade 10 is double the rate of grade 9.
4. An inspection of individual school district or grade level dropout rates leads a reader to suspect that the problem may be more severe than the 1981-82 statistics reveal. (Of a cohort of 100 children entering 7th grade, some 15 percent on a statewide average will not complete high school because of the cumulative effects of attrition rates at each grade level.)

Cumulative Rates

The cumulative rate in some districts is much worse than the average rate for grade levels 7-12. In one district, for example, only 45.3 percent of the original 100 students will complete grade 12. The cumulative rates bring home a clearer picture of a district's problem than do statewide rates or even the rates taken for a given grade level. School districts showing relatively low dropout rates may have a hidden problem, a problem that has the potential of adversely affecting a district's dropout rate unless the district implements specific policy measures.

Need for Monitoring Good Rates

Many school districts in Ohio already have low dropout rates. Their statistics mirror the effects of the districts' continued efforts to attack the dropout problem. In many cases, these low rates are the result of careful monitoring of the *cumulative* rate and not the *average* rate of attrition. They demonstrate that keeping the problem under control stems from a policy that encourages vigilance. **Left unnoticed, the problem can mushroom.** If action based on monitoring cumulative rates is put off until the seriousness of the dropout problem shows up in district-wide statistics, the problem will be more difficult and more costly to remedy.

The bottom line is that no district can afford not to have in place a dropout policy. The policy must recognize that students leaving the mainstream represent a social cost to their community and, in many cases, a loss of revenue to the school district. A loss of state foundation monies often follows a student's exit.

Dropout policy, however, must go beyond a simple school board resolution that acknowledges the problem. A resolution does raise the district's and the community's awareness of an existing dropout problem, but by itself it is not enough. A resolution must be supported by a well-defined set of policy implementation procedures.

Key Policy Elements

This set should include two core components of an effective policy to return alienated youth to the mainstream or to prevent their withdrawal:

1. **Steps detailing methods for dropout accounting; and**
2. **Mandates for remedial, prevention, and intervention programs as well as an assessment program to determine potential dropouts in the elementary grades.**

Each district will want to draft a policy that is consistent with its own goals and attrition rates. Nevertheless, a skeletal policy model may serve as a guide to some districts. A useful pattern is to break the policy into three parts:

1. A preamble statement that lists dropout prevention and remediation goals and commits the board to action by a fixed date.
2. An accounting procedure that spells out precisely what does and does not constitute a dropout and that helps the board to get a firm statistical grasp on its unique dropout problem.
3. Enabling legislation to establish new programs or enlarge existing programs for dropouts or potential dropouts. The legislation should prescribe specific types of programs based on district needs.

While many districts will want to use their own resources to develop a policy, some may find useful a model of the three elements of policy. Policymakers and practitioners should keep in mind that what follows is just a pattern, an outline, of what a local policy might look like—it can be expanded, reduced, entirely recast, or adopted as it stands. It is a suggested approach, a starting point. By no means does it express every detail of an "ideal" policy, but it can guide districts in their first efforts to meet their dropout problems. The only requirement for any district which adapts the sample policy below is to make sure it fits the local community's needs, characteristics, and resources.

SAMPLE DROPOUT POLICY

A. Sample Policy Resolution

WHEREAS, approximately _____ school-age students in the _____ school district are dropping out of their educational programs; and

WHEREAS, the cumulative percentage rate of dropouts is_____, the_____ Board of Education recognizes a joint responsibility with the State Board of Education to maintain a continuing and accurate accounting for all school-age children in the district, including those who are identified as dropouts; and

WHEREAS, the _____ Board of Education acknowledges that it must assume a greater responsibility for providing appropriate and meaningful educational experiences for all pupils, including realistic alternatives to traditional school programs; and

WHEREAS, the _____ Board of Education recognizes that prevention must begin in the early years of a child's education; and

WHEREAS, the _____ Board of Education recognizes that the motivation and circumstances that induce a student to drop out are many and varied; and

WHEREAS, the _____ Board of Education, as the primary advocate for every pupil, acknowledges the responsibility to help make a successful school experience available for all who establish membership;

NOW, THEREFORE, THE _____ BOARD OF EDUCATION does hereby resolve to establish _____ dropout programs by _____ , 198____ . These programs will be established principally to reduce the district's dropout rate to _____ percent by _____ _____ , 198____ .

B. Sample Accounting Procedures and Definitions

Data Collection *The school district will gather the following basic data about each pupil identified as a dropout:*

a. Name
b. Sex
c. Age and Date of Birth
d. Race
e. Language spoken
f. Grade last attended
g. Reason for dropping out

C. Sample Program Specifications

Because each district's dropout problem will be unique, the kinds of programs each board adopts will vary from district to district. Very few districts will have the need (or even the resources) to implement a program in every one of the following 18 dropout program or activity categories. Each board will want to specify only those that will address the needs of the community it serves. The 18 categories are:

1. ***Pregnancy Programs: Dropout Prevention and Follow-up During Pregnancy and After Birth.***
2. ***Programs that Increase Participation in School Activities.***
3. ***Elementary Programs: Early Identificaion of Learning Needs and Remediation.***
4. ***Alternative Learning Programs***
5. ***Discipline/Attendance Programs***
6. ***Drug Abuse Programs***
7. ***Education and Career Guidance Programs***
8. ***Programs to Enhance Decision-Making Skills***
9. ***Adult Education Programs for Returning Dropouts***
10. ***Work Experience and Practical Arts Programs***
11. ***Community Agency Resources for Home Problems***
12. ***Parent Involvement Programs***
13. ***Vocational Programs (OWE-OWA Programs and Others)***
14. ***Individual and Group Counseling Programs***
15. ***Positive School Climate (Human Relations) Programs***
16. ***Programs for Juvenile Offenders***
17. ***Bilingual Programs***
18. ***Programs for Alienated/Underachieving Gifted Students***

Model Programs for District Adaptation lists these categories and gives details about particular programs or practices.

DEFINITIONS AND LIMITATIONS

Dropout

"Dropouts are pupils who were enrolled in a school district but did not return to school at the beginning of the school year or did not complete the school year in question because of withdrawal to other than an educational program for which the State Board of Education prescribes minimum standards. Dropouts would include pupils withdrawn for the following reasons: work permit; over 18 years of age; armed services; runaway; cannot be located by school district; marriage or pregnancy and not enrolled in instruction for which the State Board of Education prescribes minimum standards; institutional placement without a program for which the State Board of Education prescribes minimum standards; adult education without verified enrollment; and expulsion if not required to re-enroll because of being at least 18 years of age. Specifically excluded from the dropout enumeration are pupils withdrawn for the following reasons: death; illness; approved home instruction; transfer to another school district or educational program for which the State Board of Education prescribes minimum standards; institutional placement with a program for which the State Board of Education prescribes minimum standards; and adult education where enrollment is verified."

Withdrawal Date

The date of withdrawal should be the first day after the last day of attendance. The pupil who has been in membership but fails to return to school in the fall is counted as a summer dropout. However, since the intent of this policy is to encourage students to remain in school, school officials should take advantage of the interval between withdrawal and the new academic year to intervene and negotiate the early leaver's return to school.

Work or Work Study

Any student who enters a work or work-study program in which the school maintains any kind of responsibility, sponsorship, or supervisory role should not be counted as a dropout.

Returnees (same year)

The dropout who returns to the same school during the same academic year is to be considered as a re-entry and not as a dropout.

Returnees (succeeding years)

The dropout who returns to school one, two, or three years later is to be counted as an original entry and not a re-entry. The reason is that since the student has not been in membership during the current term, he/she cannot be counted as a re-entry but must be counted as an original entry. It is to be understood this student has membership in the new class the student enters. However, since the student also is attached by membership to the class the student left, and is, for accounting practices, counted twice: (once as a dropout from the students original class and now as a member of a new class), it is recommended that the district institute careful accounting procedures to ensure the true dropout rate is not disturbed.

School Membership

School membership should be considered as continuous and ongoing. A pupil should be considered as a member of a class or school until he officially withdraws by (a) completing his school work, (b) transferring to another school, (c) dropping out, or (d) death.

Residential Institution

The student who enters a residential institution where he/she takes part in a regular school program shall be considered a transfer and not a dropout.

Equivalent Program of Studies

A pupil who completes such a program (e.g., a mentally retarded pupil completing an appropriate program at age 18) is to be considered as a graduate for accounting purposes.

PROCEDURES FOR INITIATING DROPOUT POLICIES and PROGRAMS

Program Ownership

A specific dropout prevention, intervention, and remediation policy is not enough. There has to be a set of procedures in place so that dropout strategies can start from the building level and rise upward throughout the school district. When program initiatives begin at the "grassroots," teachers and other school staff members have greater interest in the adopted programs. Yet ownership does not result simply from the enactment of policy and the adoption of programs. To get commitment from staff, each district and school has to have in operation a process that will guarantee cooperation.

Need For A Process

A number of major dropout studies, most notably Wisconsin's, insist that **without cooperation from all areas of the district, any dropout program — no matter how good—is doomed to failure.** But encouraging everybody to pull together is often difficult, especially when individuals believe that they did not have the chance to contribute to program design and selection. The spirit of cooperation and the willingness to collaborate are by-products of a dynamic process. This process gradually moves people from apathy to awareness, which then leads to sensitivity to the problem.

A well-structured process, in fact, is the mechanism that sensitizes school personnel and the community to the need for a working program. As the process informs people, it also transforms them from interested professionals into committed practitioners. Each district may want to devise its own process, but the literature suggests that there are eight simple steps that a district can follow to help youth remain in school. These steps are:

Suggested 8-Step Process

1. **Assessment of the district's need and collection and examination of the data to determine specific student needs.**
2. **Development of measurable objectives and identification of possible approaches to encourage youth to remain in school.**
3. **Identification and assessment of potential resources.**
4. **Selection of approaches appropriate to the students' needs and the district's and community's resources.**
5. **Design of a formal plan and its incorporation into a staff development program to involve all staff members.**
6. **Establishment of a vehicle for exchanging, disseminating, and centralizing ideas and approaches that work.**
7. **Implementation of the approaches or the plan.**
8. **Evaluation of the activities in terms of their outcomes.**

These eight steps can assure not only program ownership but also program success. They can give decision makers and practitioners information about the nature of their district's dropout problem and offer a rational means of addressing the problem.

Explanation of 8-Step Process

Identification: The first stage of the process of ownership involves the district's and schools' clarifying what is meant by a dropout and, in particular, identifying potential dropouts. This stage is crucial since the familiar label of "dropout" is stripped of its negative connotations and redefined. Redefinition focuses interest on the problem as it exists in the district, and thus reveals the district's real needs. All too often a vague definition of dropout prevails among professionals. "Dropout" is one of those educational terms that everyone thinks he or she knows; it carries with it the unreal stereotypes and false assumptions that usually obscure the real issue and impede the introduction of meaningful remedies. By re-examining the word, districts and schools can enhance their chances of recognizing a problem previously unnoticed. Unfortunately, it is possible to fail to address a dropout problem owing not to negligence but to the inadequacy or vagueness of the operating definition.

The definition of dropout can be extended and refined by defining dropouts according to the characteristics found in the students themselves. As the Governor's Study Committee noted, "Treating dropouts as if they all had similar characteristics would be a mistake." The warning holds equally true for treating the dropouts as a single class exhibiting similar behaviors. It is often helpful to use the terms *"stepout"* and *"pushout"* and *"school leaver"* when considering the area's dropout identification. A stepout is a student who has temporarily withdrawn from the mainstream and who superficially exhibits the characteristics of a dropout; however, the student has not yet made the decision to drop out completely. The pushout is a student who has been forced out of the mainstream by administrative policy and practice. A school leaver is a student who opts to leave the mainstream in favor of finding or engaging in any non-secondary educational activity. Regardless of what they are called, all three types of school leavers must be counted as dropouts in statistical reports.

Assessment: Once the district has focused on the meaning of the term *dropout* within its local context, it can begin to assess school and community needs. Broad-based needs assessments are usually made before implementation. A needs assessment should follow the adoption of policy and form the necessary preparation for planning and programming. Briefly defined, a needs assessment is a measurement of the difference between present conditions and specified or desired ends. A carefully considered and well-constructed needs assessment enables programmers and policymakers to:

- evaluate the depth and range of the dropout problems in the school and the community.
- identify the population in need of services and the population to be served.
- provide community and district resources needed to serve the identified population and to implement relevant programming.
- establish the foundation for staff and community commitment and cooperation.
- set down baseline criteria for program adoption/design.

Standard needs assessment practice usually takes place according to one or more of the following four approaches:

1. **Needs Surveys.** Often the most commonly used model is the survey method. Although generally considered the weakest of the formal methods since it yields data that tend to describe current conditions and misrepresent the future, the survey is often a useful preliminary to a systematic needs assessment. (For example, in Worchester, Massachusetts, school officials used a needs survey to learn that over half their dropouts had no record of disciplinary infractions and that only 17 percent of them were failing.) Accordingly, the district can target a specific area of need as it sets about designing and implementing programs. A major drawback of the survey technique is that it does not specify desired outcomes; it can only report the perceived degree of the need.

2. **Discrepancy Analysis.** A rigorous and highly formal methodology, the analysis of discrepancy identifies the degree of difference between what is and what should be. It also sets in order the goals chosen to bring conditions in line with what is desired. The technique has four steps:
   A. Students, educators, and community members specify goals and then rank them in order of importance. (Ranking can be done on a numerical scale by individuals, and group mean ratings can be used to rank order the goals.)
   B. The presence or absence of each goal in the district's current programming is measured or described by appropriate instruments.
   C. The discrepancies or differences between goals and the present status are analyzed.
   D. Differences or needs are prioritized according to the size of the discrepancies and other criteria such as attainability.
3. **Records Inspection.** Less rigorous and more subjective is the examination of records and other sources of data such as academic files, attendance records, teacher or agency annotations, central office statistics, and guidance records. Although the technique produces data quickly and inexpensively, the data are often static and thin. This approach often can be coupled with the survey method to prepare for an exhaustive needs assessment.
4. **Qualitative Methods.** Public forums, interviews, and discussion groups involving staff, students, parents, and community members can result in more fully expressed statements of needs. The needs statements may later assist planners in selecting appropriate strategies for the district. Although qualitative methods sometimes allow bias to outbalance need, their ability to extract sensitive and subtle data makes it useful to employ them in conjunction with a more formal approach.

Using any or all of the qualitative methods, planners must determine which factors and evidence may be relevant to the local dropout problem. Not only must the data be complete, they should facilitate interpretation. Their sufficiency and interpretability may prove valuable when appealing to staff and community for participation and support.

The authors of Wisconsin's dropout study suggest that the following factors and evidence be considered by each school:

School Leavers/Dropout Rates:

- How many students are leaving each year without receiving a high school diploma?
- What percentage of the student population is this?
- When (class, time of year, etc.) are these students leaving?
- What are the reasons given by these students for leaving?
- How many (and what percentage) of the freshman class graduate?
- What is the "turnover" rate of students?
- What is the most recent dropout rate and when were the data gathered?
- What is the number of students represented in that figure?
- Has the rate increased annually?
- How does the rate compare to neighboring or similar schools?
- How does the school's rate compare to the state average?
- Does the rate seem to reflect accurately the number of dropouts?
- What factors might skew the figure?

Attendance Data:

- What is the average daily attendance?
- What is the percentage of class-cutting?
- What percentage of the student body is chronically truant?
- How is chronic truancy handled by the school?
- How many district cases of non-school attendance are being dealt with in the juvenile court?

School Discipline Data:

- What percentage of the school population has been referred for discipline problems?
- What percentage of the school population is considered a chronic discipline problem?
- What is the number of suspensions, detentions, and expulsions annually?
- What types of behaviors (e.g., vandalism, disruption, fighting) are being referred most frequently for disciplinary action?
- Are there discernible patterns of misbehavior among particular groups?

Teacher Turnover Data:

- How many teachers who left school during and at the end of the last year were replaced? What was the percent of teacher/staff turnover?
- Was this normal attrition or was it high?
- Did teachers leave because of job dissatisfaction?
- Why were they dissatisfied?

Student Curriculum Data:

- Do students have a real choice in course selection?
- Are some classes more "popular" than others? Why?

Student Career/Vocational/Educational Plans:

- How many students can outline career/vocational/educational plans?
- Are students concerned, worried, or apathetic about their futures?

Student Leadership/Involvement:

- How many students are involved in extracurricular activities?
- Are offerings provided for all students?
- Do students like to participate in the extracurricular activities? Why or why not?
- Are all students encouraged to assume leadership roles, even for "small" tasks?

Achievement Test Data:

- How does the school compare to state and national averages? Other comparable districts?
- Are significant segments of the school population performing below acceptable levels?
- What grade levels or skill areas represent trouble spots?

Data on Student Commitment to School:

- Have students been surveyed for attitudes toward school? What do the results indicate?
- How many students participate in extracurricular activities?
- How many different activities are available to students?
- Is there an unidentifiable group of non-participants?

Juvenile Delinquency Data:

- What is the frequency of offenses by juveniles in the district?
- What types of offenses are being committed by juveniles?
- How are juvenile offenders being handled by the courts and the school system?

Employment Data:

- What is the employment outlook for local graduates and dropouts?
- What employment opportunities exist for full-time high school students?
- What percentage of the school population is employed outside of school?

STEP II: MEASURABLE OBJECTIVES and IDENTIFICATION OF APPROACHES

Objectives: After conducting a needs assessment and determining the district's goals or statements of intent, planners should then list specific, measurable objectives, or outcomes, that adopted aproaches should achieve to fulfill the requirements of the goals. If the objectives can be easily measured, then more evidence can be gathered to demonstrate the merit of any program adopted. Meeting the demand for demonstrable merit is necessary if support and commitment are to be gained from community members and school personnel. In addition, evidence of program merit affords practitioners the assurance that a program is working. When the evidence is not forthcoming, practitioners can begin modification and revision of existing programs so that they can effectively meet the needs of alienated youth. **Maintenance of ineffectual programs may in the long run cause deeper alienation among the students whom such programs were intended to serve.**

Approaches: Possible approaches to the dropout problem are really attempts to intervene either in the student's decision to withdraw or in the course of the life of one who has dropped out. Approaches or interventions are action-oriented and person-specific. They are effective only when implemented correctly so that they can serve the type of student for whom they were designed. Therefore, no district should adopt just one approach to fit all its dropouts. Approaches should be combined, modified by local circumstances, and redesigned whenever necessary. An approach is not an end, only a means to an end.

There are six general categories of approaches which are commonly used in dropout prevention initiatives. These are:

- **tutorial approaches**
- **counseling/advising approaches**
- **work-related approaches**
- **alternative curriculum approaches**
- **parent-involvement approaches**
- **student-centered approaches**

As an aid in selecting which approach is best suited for each student, planners may wish to bear in mind the following guiding questions:

- **What exactly is the problem?—Truancy? Disruptiveness? Lack of basic skills? No challenge?**
- **Why are students in this district dropping out?**
- **When are students dropping out?**
- **What is aggravating the problem?**
- **What school/community resources are available?**
- **What kind of approach(es) can best generate school/community support?**

STEP III. IDENTIFICATION OF COMMUNITY RESOURCES

Community resources include parents, advisory committees, business and industry, labor, governmental agencies, other education providers, and organizations like the Chamber of Commerce, Kiwanis, Rotary, Zonta, and Sertoma clubs. There are different ways in which communities can play a large role supporting dropout programs within a district or school. One of the most important ways is through the community's ability to provide services to potential dropouts. Business industry and labor can assist greatly in locating jobs for work study programs, and government agencies can help deliver social services like drug counseling. Individual citizens can come directly into play through tutorial programs or as role models. Law enforcement and juvenile justice personnel can supply counseling and advisement for both preven-

tion and remedial dropout approaches. Religious organizations and the clergy can also offer resources for dropout prevention, remediation, and, especially, intervention. Through the school nurse, community mental health services can be used. Another valuable community resource is senior citizens, who can assist in counseling or tutoring approaches.

Besides delivering direct help through specific approaches, community resources have proved to be effective sounding boards for educators attempting to arrive at an objective assessment of the effectiveness of a dropout program. However, if community resources are to be best employed, they must be brought into the intervention effort before programs have been designed and implemented. The resources of the community are so varied and rich that failure to recruit them at the beginning of the process may cause the community as a whole to be alienated and result in the creation of a less than effective program.

The overwhelming conclusion of researchers and practitioners alike is that community support must occur both inside and outside the school. Although professionals can coordinate community support through a variety of means, the use of an advisory committee comes with the strongest recommendation from every major dropout prevention program. Advisory committees should be established with care so that the committee is perceived as an important adjunct to the dropout prevention effort. The committee should not be mere window dressing. It is important that both the school and the community agree in principle on the appropriateness of forming such a committee. Without this essential agreement, an advisory committee will not emerge as a useful arm of a district's dropout program.

Once formed, the committee must produce written statements of its intended policy and functions. Among those functions may be the:

- Provision of assistance in the development of good community relations
- Advisement in the development of new or revised approaches for programs or activities
- Facilitation of use of community resources to support the program or activity
- Review and assessment of programs and activities
- Assistance in the development and writing of program objectives
- Assistance in the identification of student needs

Planners must also exercise care in the selection of committee members to insure the representation of all out-of-school resources that could assist the dropout program. To assure appropriate membership selection, districts should outline in writing the steps for selecting advisory committee members.

STEP IV: SELECTION OF APPROPRIATE APPROACHES

With the data of the needs assessment and the assistance of the advisory committee, planners may begin the process of selecting approaches suitable to the needs of the student but within the limitations and strengths of the district's and the community's resources. Planners may begin by using the *Programs* section of this handbook to isolate suitable kinds of programs and resource persons. Remember, however, that the *Programs* section is only a guide, a source of useful ideas, to the general type of program that could be introduced in a district. The program listing is neither exhaustive nor is it prescriptive. Its purpose is to provide a starting place for districts that wish to begin programs of their own. Districts may be able to use some of the programs with just a little modification; other programs listed may serve as a bright idea which local planners may rework so thoroughly that the final product bears little resemblance to the published description. In any case, users are advised to consider these program ideas as tentative only—ideas that must gain identity with the adopting/adapting district. Unless the district makes these programs its own, the effectiveness of the ultimate program will be lessened. The guiding spirit for use of the section might be described as one of "creative adaptation."

STEP V: INCORPORATION OF THE FORMAL PLAN INTO A STAFF DEVELOPMENT PROGRAM

Without the support of teachers, counselors, administrators, clerical workers, aides, and teaching specialists, even the most painstakingly constructed dropout program is likely to be ineffective or of short duration. Ownership can be developed within each staff member of a school, and the sense of ownership must be maintained through continuing programs of staff development centering on the dropout problem. **School staff cannot be fitted to a program, but programs can be developed around the talents and energies of the staff.** To motivate the staff to support or participate in a dropout prevention program, planners should make known the need for a dropout program to school staffs. The impetus of program development should come from the staff.

Certainly innovative programs meet with resistance from staffs resentful of past program failures and the possibility of an additional work load. But the resistance can be overcome and converted into support in two ways. The first is to propose a strategic program design that is relatively advantageous, simple, limited in scope, and observable. The second is to develop a plan for adopting and implementing a program—a plan designed to spread innovation. Edison-Swift, Dougherty, and Benisch adopted the following model for diffusion of innovation from Walz and Benjamin (1978).

1. **Demonstrate the Need**
   Through needs assessment, brainstorming sessions, workshops, and other evaluation devices, arrive at a consensus of what the problem is.
2. **Build a Support Group**
   Expand the small group of change agents to include opinion leaders (e.g., a respected teacher), authority figures (e.g., the high school principal), and representatives of involved groups. This group can be considered a task force or advisory committee, and it will probably take on most of the responsibility of facilitating the process of implementation.
3. **Assess the System**
   What are the strengths and abilities? Where are the problems? What resources and facilities are available? What are the resource and facility constraints? After this further investigation, can the problem or need statement be refined?
4. **Generate and Evaluate Options**
   It is better to generate a number of solutions than to enter the process with a specific solution or "mind set." Develop a set of criteria (e.g., cost, accessibility of materials, potential benefit, to evaluate the possible solutions.
5. **Decide on Optimum Options**
   Based on the criteria, what options or combination of options seem to have the greatest potential for effectiveness, success?
6. **Facilitate Adoption and Implementation**
   Inform the school community about proposed plans and encourage and accept feedback. Encourage opinion leaders and authority figures to make public statements of support. Identify actual and potential resisters and listen to reservations. What can be done to allay the reservations.
7. **Refine and Renew**
   Throughout the implementation process, refine strategy goals, methods, approaches, and techniques to meet current needs more effectively. After a designated time (1-2 years), formally evaluate the program and develop plans for its continuation, modification, or rejection. Throughout the process, make overt attempts to increase support for the program.

STEP VI: ESTABLISHMENT OF AN INFORMATION CLEARINGHOUSE

The process of gathering materials and collecting information about dropouts and dropout programs should not stop after planners have read this handbook. Data gathering is the first activity in a series of activities aimed at stimulating the exchange of ideas and enhancing the flow of communications. Each district should devote some physical space to the storage of materials related to dropouts.

The major function of the clearinghouse is to house descriptions of and information about dropout methodologies that work. This information should be part of a comprehensive data gathering strategy to keep the content of the clearinghouse files current. With the renewed emphasis on the dropout problem throughout the nation and with Ohio moving to fulfill its pledge to reduce its dropout rate, more and more methodologies will be forthcoming. An updated supplement should be compiled by the local school districts as part of their ongoing blueprint to reduce their local dropout problem.

STEP VII: IMPLEMENTATION OF APPROACHES

Most school districts have developed procedures for implementing programs and policies, and more than likely most districts will feel comfortable using their own tried-and-true process. Two important considerations in any implementation plan are staffing and facilities. As school districts work out the details of an implementation plan, the policymakers may want to answer the following 10 questions related to the staff's roles and the use of facilities:

1. How can classroom teachers, especially elementary classroom teachers, play a part in the dropout prevention and intervention approach?
2. What personal and professional characteristics should the staff member(s) have to be able to manage the dropout program(s)?
3. How can the dropout program staff be organized to coordinate their activities with those of other staff members? Should the staffing pattern focus on a single staff member? A team approach? A split shift where several teachers work on the program on a part-time basis? Teacher aides and volunteers?
4. What should the staff evaluation plan look like?
5. How much inservice should the staff undergo? How much inservice will focus on the development of staff skills and how much will focus on supplying information?
6. Where should the program(s) and staff be housed? A separate school building? Within an operating school? At a community-based site and not at a school site? In no one designated place?
7. Will the facilities require special transportation arrangements?
8. If more than one approach is adopted, should different kinds of sites be adopted for different kinds of programs?
9. Do facility furnishings reflect program goals?
10. Are the available facilities suited to program activities or will extensive changes have to be made before implementation?

Planners can establish the integrity of a dropout program only through evaluation. An effective evaluation can describe what the program is, what it does, and how it works, and by so doing can be a valuable, support-winning tool for any district. An evaluation furnishes information about program difficulties and unaddressed needs; it helps to suggest alternative procedures to those that did not function well, and it identifies practices that were effective. An evaluation's capability for yielding hard data is the greatest recommendation for its inclusion in any district's process of program implementation.

Districts which have an administrative division with the responsibility of evaluating innovative programs do not require any assistance in this area. However, the scope of this handbook extends to practitioners in government or community-based agencies and to teachers in individual school buildings, who may wish to initiate dropout programs independent of a district. As a consequence, the following guidelines may be of use in developing an evaluation plan.

1. An evaluation must ask specific questions or test hypotheses about a program.
2. Evaluation questions are limited to those that will provide useful information for the people who expect to act on it.
3. Every evaluation should ask questions about outcomes.
4. Evaluations of large-scale programs should always ask questions about costs and generalizability.
5. Standards of program merit should be set for each evaluation question.
6. Standards of merit must be set before any data collection begins.
7. Evaluation standards must have scientific validity.
8. Select a design suited to each evaluation question.
9. For evaluation questions dealing with important issues or large-scale studies, use a design that establishes causality.
10. For each question, select a sample representative of the population to which the findings will be applied.
11. Determine the sample size by the importance of the evaluation question.
12. Use instruments that are reliable, valid, and suited to the evaluation process.
13. Use more than one method of collecting information when assessing important issues.
14. Use analysis techniques that are technically sound and suited to the quality of the data.
15. Report techniques and results so that they are meaningful to lay people and professionals.

When evaluating a dropout program, practitioners should take care to remember that traditional forms of evaluation may not be valid measures of non-traditional approaches.

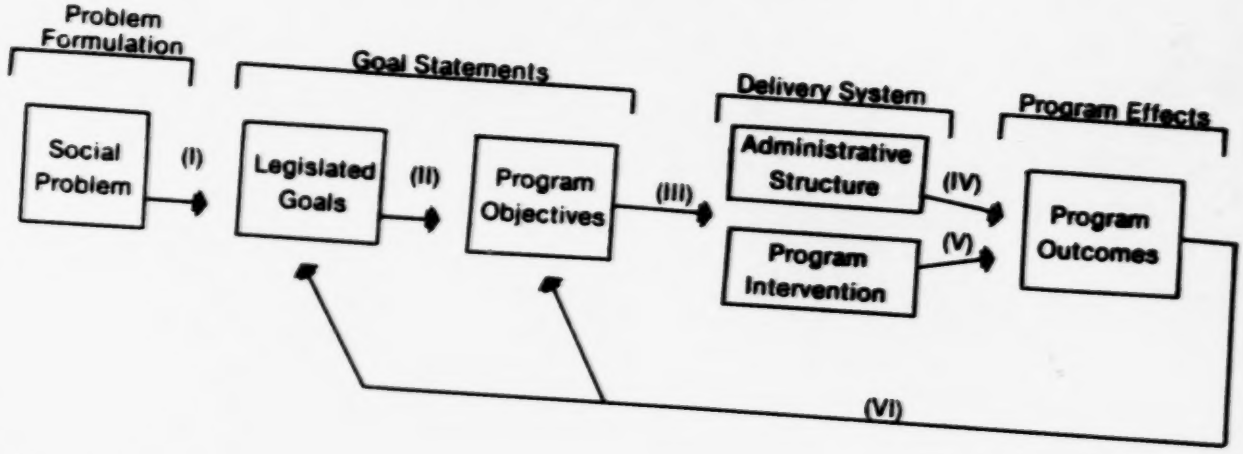
If commercially developed standardized tests are not available, local districts should consider developing their own instruments to collect data about their own circumstances. Locally developed evaluation instruments include:

1. Interview questions
2. Staff reporting forms (narrative statements or rating forms completed by program staff members)
3. Self-report forms (questionnaires)
4. Classroom or activity observation scales
5. Document review summaries (such as minutes of parent or advisory committee meetings)

The evaluation process, however, consumes resources and time. Local planners must balance their desire for a thorough and valid evaluation against the real-life limitations of the program budget. To help decide which and what kinds of evaluation instruments to use, planners should consider the following factors:

- **Credibility.** Do not rely on just one instrument's results. Back these findings up with the results of several evaluation instruments.
- **Costs:** Choose instruments not only on the basis of how much it will cost to purchase or develop them but also on the basis of how much they will cost to administer, score, and analyze.
- **Timing:** Make sure the instruments' data can be delivered by evaluation deadlines. Also, consider the length of time needed to plan, collect, and analyze the data. Moreover, decide at what point in the project's term it is best to gather data.
- **Efficiency:** Do not collect data twice. Before adopting an instrument, check to see if the data it was designed to collect is available elsewhere. For example, district-wide testing programs may have already collected some of the data required.
- **Interference:** Carefully consider how much the instruments will interfere with the program activities.

When evaluating a dropout program, the district should focus on the program's **impact** on the students—the extent to which the program causes change in the desired direction. A program is successful if it brings about some movement toward the established objectives. An **impact** or **summative evaluation** requires that a set of pre-specified goals and criteria of success be built into the program. Summative evaluation is best suited to tell policy-makers and practitioners whether a program is indeed fulfilling its purpose. The following model for program development (proposed by the Hawaii State Department of Education) is designed for a summative evaluation.



As practitioners conduct a summative evaluation of a dropout program, they should include these three evaluation questions:

1. Is the program effective in achieving its stated goals?
2. Can the results of the program be explained by some alternative process that is not part of the program? (For instance, a reduction in the dropout rate may be due to tough economic conditions that encourage students to stay in school.)
3. Is the program having some unintended effects?

By dedicating time and resources to conducting a formal evaluation, planners can help insure program continuation and, perhaps, program expansion. More importantly, periodic and systematic evaluation will result in the more effective delivery of product to dropout-prone youth in need of program support.

Each program in the following section of this handbook, no matter how effective it may have been in its original setting, should be subjected to thorough evaluation by an adopting district.

MODEL PROGRAMS FOR DISTRICT ADAPTATION

In 1982 Superintendent of Public Instruction Franklin B. Walter surveyed all state departments of education and all Ohio school districts regarding their attendance/dropout policies and programs. In 1983 the Reducing Dropouts Advisory Committee surveyed 150 counselors about any dropout programs initiated after the superintendent's survey was circulated. As with any large undertaking, not every program of merit could be included in the handbook. Those that are printed on the following pages are representative of the programs reported on those questionnaires. The exclusion of any reported program does not mean that the authors of the handbook considered it unworthy. Very often the inclusion of any one program involved an editorial decision; the authors had to consider the handbook's readability and utility before aiming at completeness . . .

Once a local district has determined its own needs, planners can begin to determine what kind of dropout program will best serve the community. Programs are formal, operational strategies that practitioners use to respond to needs and fulfill objectives. A district may conceptualize, plan, implement, and eventually evaluate its dropout programs by organizing them under one or more of three program strategies:

1. **Prevention Strategies:**
   School districts should look carefully at how the regular school program may be contributing to dropouts and suggest corrective strategies within the program. Supplemental counseling, instruction, and enrichment may be helpful in preventing certain students from falling behind. This kind of strategy may be implemented at a low cost to the district.

2. **Remedial Program Strategies:**
   Prevention strategies are always preferable to remedial strategies. Prevention results in untold savings in precious budget dollars, in time, and most importantly, in human suffering. However, remedial strategies, especially those directed toward elementary children, can be effective.

3. **School Extension Strategies:**
   At this writing, regulations and statutes make it difficult for local districts to assign certain students to non-traditional, developmental programs outside the school system. Many urban districts do have community resources that could accommodate the large numbers of young people who will not attend regular schools and classes. Districts should lobby for legislation or regulations that will allow the superintendent to place students in a program that best fits their needs until, upon desire, the students return to mainstream educational activities.

As program planners begin to select programs for identified students, every precaution must be taken not to label students as potential victims. Labeling often leads to limited teacher expectations and stigmatization of the student. Many dropout programs have failed to view the student as a victim of conditions and forces within the school system itself. Too often programs, by their orientation, tend to put the blame on the student. The word "dropout" itself implies that the child is responsible for his or her withdrawal from the educational mainstream. Furthermore, the labeling of students can result in a self-fulfilling prophesy; students will probably drop out of school when their teachers, counselors, parents, and principals believe they will.

This chapter contains a listing of successful programs for alientated youth. The programs are grouped under eighteen headings that describe the kinds of programs that meet the differing needs of students who leave the mainstream. These programs are suggestions only; they are additional resources that local districts may consult as they design their own programs. As districts study programs for possible adoption, they may wish to use a checklist to compare the relative merits of the several program strategies under consideration. Although good programs differ from each other in design

and extent, they generally share nine features that contribute to their success. These nine features are easily incorporated under one or more of the above program strategies. Successful dropout programs:

1. **Offer Student Support Services**
   Student support services enhance health care, liaison with law enforcement agencies, personal counseling, and assistance with drug or alcohol problems.

2. **Emphasize an Individualized Approach and Center on Students**
   Students are given instruction at their own level and are allowed to work at their own pace.

3. **Include Basic Skills Remediation**
   Alienated youth lack the basic math and language arts competencies to retain employment or continue in school. A 1981 CETA national study showed that successful programs assure that students gain an adequate level of basic skills.

4. **Employ Community-Based Learning**
   Programs that use the community as the classroom break the pattern of failure the student has experienced in the traditional classroom. The human and material resources of the community can increase the schools' ability to deliver instruction appropriate for individual students.

5. **Provide Employment Related Activities**
   Career counseling, job training, and job placement take into account the students' desire to leave school in order to get a job. Employment related activities can unite the world of work with that of the school.

6. **Offer High School Credit for Alternative Courses**
   Students in dropout programs must be certain that they will receive credit for graduation. Successful programs help students earn their diploma.

7. **Stress Interagency Cooperation**
   Agencies outside the school can provide program planning, job training, student support services, employment, funding, and alternative learning environments and experiences.

8. **Provide Teacher, Administrator, and Parent Support**
   Trained and caring teachers, backed by a supportive administration and well-informed parents, form the single most important element in successful dropout programs.

9. **Orient Students for Success**
   Successful programs build in achievement. Outcomes are positive and goals are realistic, short-term, and attainable. Feedback on performance is immediate and positive. All activities aim at improving the student's self-esteem.

Categories of Model Programs

Model dropout prevention, remediation, and intervention programs suitable for adaptation by local districts are classified below under 18 separate categories. Although this section contains descriptions of model programs from other states, it focuses chiefly on programs developed in Ohio.

This section does not contain descriptions of all the fine dropout programs established throughout the United States. Undoubtedly there are many superb programs and practices that are not included here, and the authors of this handbook recommend that planners themselves begin to collect program information directly from other sources so that districts can enrich their programmatic offerings and keep up to date on the latest dropout prevention practices. These programs furnish a starting point; their demonstrated and published effectiveness has been the sole criterion for their inclusion. In all cases, the authors of this handbook have preserved insofar as possible the original language of the program descriptions as written by the developers/practitioners.

Many of the programs described below will be appropriate for several categories of dropout prevention strategies. Those programs with multiple applications are cross-referenced to several categories to which they may apply. Users of this handbook are invited to make their own judgments regarding these programs' multiple applicability. Program planners may find the PROGRAM LOCATOR (page 53) useful for identifying program strategies and applications.

ADULT EDUCATION PROGRAMS FOR RETURNING DROPOUTS

CONTACT PERSON:
George Fulton,
Assistant Principal
Canton South High School
600 Faircrest, S.E.
Canton, Ohio 44707
(216) 484-2516

PROGRAM FOR ALTERNATIVE AND COOPERATIVE EDUCATION (PACE)

PACE is an alternative school program for students who are experiencing adjustment problems of a physical, psychological, or social nature which may prevent them from functioning effectively in the regular school program. This program is directed toward overage students, married students, students with serious discipline problems, or students with financial needs who must work full time. Although one of the main objects of PACE is to help each student fulfill academic requirements for graduation, the program strives to develop in each student a positive self-image, a sense of caring and sharing, a sense of responsibility, a sense of accomplishment, and a set of goals regarding an occupational future.

The basic academic structure in PACE is an individualized instructional approach. Each student is given an individual educational plan designed to meet the student's needs. This plan is based upon careful evaluation of his/her academic progress, counselor evaluation of past scores, evaluation of reading tests, and in many cases, the recommendation of the classroom teacher. The classroom atmosphere in the PACE program is a combination of both traditional and open school concepts. Each student works at his/her own pace but is responsible for meeting certain requirements to receive academic credit.

CONTACT PERSON:
Don Davis,
Building Administrator
North Education Center
100 Arcadia Avenue
Columbus, Ohio 43202
(614) 268-8606

NORTH EDUCATION CENTER HIGH SCHOOL

The NEC High School is fully accredited by the North Central Association of Colleges and Schools and offers an academic program leading to the award of a high school diploma. The school's program has a two-fold thrust: (1) it offers an alternative to traditional academic programs to encourage dropout prone youth to remain in school and complete their education; and (2) it provides flexible scheduling to allow young people and adults who have already dropped out to return. The emphasis is on an individualized, competency-based curriculum that enables students to strengthen their academic skills. In addition, the school features an independent study program and employs instruction-by-prescription strategies. A half-time minority counselor assures that minority students gain access to the school's many instructional and vocational options. The school provides additional support to the potential dropout through counseling and job placement services. The class schedule is structured so that students can earn 0.5 credit in 8½ weeks. The NEC High School has five terms and operates throughout the year.

ALIENATED/UNDERACHIEVING GIFTED STUDENT PROGRAMS

GIFTED PROGRAMS

In developing alternative educational programs for alienated gifted students, flexibility is a necessary prescription. It can be achieved through programs that incorporate significant changes, adjustments, or modifications in the basic school program, which reflect each alienated gifted student's individual needs and abilities. These alternative educational programs might include: (1) a cognitive focus on creative or critical thinking strategies, independent research/ study, mentorships, work-study, and internships; and/or (2) an affective focus on developmental guidance of social and emotional needs, career guidance, and individual or group counseling.

PREVENTION

Although most educators recognize that prevention of alienated gifted students is preferable to intervention, no delineated programs are known to exist in Ohio, which are specifically intended to be preventive in nature. Programs that incorporate the affective needs, in addition to the cognitive needs of children, will be moderately to significantly effective in preventing the alienation of gifted children.

Model affective programs and their locations are listed below:

Program Focus	Program Location and Contact
Positive Self-Image	**Wood County Office of Education** Sylvia Piper, G/T Coordinator
Supportive Environment	**Wright State University** James T. Webb, Ph.D.
Affective Counseling	**Erie County Board of Education** Pete Guerrera, G/T Coordinator
Affective Domain in Lesson Planning	**Cuyahoga County Board of Education** Christine Dinklocker, G/T Coordinator
Interpersonal Communication Skills	**Clermont County Board of Education** Margaret Tomer
Emotional Growth Through Media Experiences	**Wright State University** Bonnie Mathies, Ph.D

INTERVENTION

Research on intervention for alienated gifted students has generally fallen into two areas: (1) counseling to address the problems of self-image and feelings of inferiority, and (2) manipulating the classroom environment. Short-term intervention techniques with underachieving gifted students are not generally effective. One study reported limited success when (1) the counselors were trained in gifted education, (2) a small number of students were treated, (3) the objectives were clear, and (4) the methodology was carefully developed. Interventions that have altered or modified the classroom environment report little success since they are usually not initiated until the later school years. In general, these studies have focused on adjusting class size and groupings, while teaching strategies and content (cognitive and affective) have been ignored.

Program Focus	Program Location and Contact
Group and Individual Counseling Mediator between Home and School	**Wright State University** James T. Webb, Ph. D
Group Counseling for Underachieving Gifted (Ages 10-14)	**Central Ohio Mental Health Center** William Beninger, Ph.D
Individual Counseling: Career Guidance	**Findlay City Schools** Robert Asel
Strategies for Underachieving Gifted (grades 7-12)	**Cleveland Heights University City Schools** Mary L. Gardner
Strategies for Underachieving Gifted	**Centerville City Schools** Anne Marie Staudenaier
Strategies for Underachieving Gifted (Grades 9-12)	**Maumee High School** Gene Kikoloski
Language Arts Laboratory for Underachieving Gifted	**Marietta City Schools** Margaret Miles

CONTACT PERSON:
William J. Kuttler
Parma Board of Education
6726 Ridge Road
Parma, Ohio 44129
(216) 842-6300 Ext. 280

ALTERNATIVE SCHOOL PROGRAM: VOCATIONAL REMEDIAL TRAINING FOR ALIENATED DISRUPTIVE DROPOUT YOUTH

Exit-interview forms are used to contact students who have dropped out of school. The alternative school counselor as well as the alternative school administrators work closely with these students in assessing credits earned prior to withdrawal, determining the academic classes needed to qualify for graduation, and interesting the student in a particular vocational program. At times, one of the high school counselors recommends a student who is average, or who has not functioned well in day school for a variety of reasons; these students are admitted after having their application reviewed by the attendance counselor, the administrative assistant for guidance, and the director of the program. Students must enroll in a vocational program two evenings a week, and may elect to take academic subjects one or two additional evenings a week. Classes provide much individual instruction because of the relatively small size of these classes. The tutorial model is followed, and students must complete 20 hours of in-class instruction and 40 hours of outside work to earn ½ credit. Since classes are highly individualized, and students receive credit for work completed while in class; no penalty is exacted for absence: the student attends class and receives credit, or he fails to show and receives no credit. This enables student to pick up work exactly where he/she left off, and serves as an incentive to complete the program. An administrator and a counselor are available to students every night the school is open (Monday, Tuesday, Wednesday, Thursday). Support personnel provide students with an opportunity to seek assistance whenever a problem arises. Testing is available upon request or upon the recommendation of the counselor and/or administrator.

CONTACT PERSON:
Richard Rokus, LVEC
1403 North Holden Street
Port Washington, Wisconsin 53074
(414) 284-9401

ALTERNATIVE EDUCATION PROGRAM

This is a four-year program for the underachiever, the disenchanted dropout, and the potential dropout. The program has two main parts: 1) two years of academic and self-concept development, and 2) two years of survival skills, career education, and vocational education. The support services include a tutoring program, peer-tutoring, truancy prevention, vocational planning and scheduling, work experience, counseling, parent involvement, and extracurricular activities.

CONTACT PERSON:
George Fulton,
Assistant Principal
Canton South High School
600 Faircrest S.E.
Canton, Ohio 44717
(216) 484-2561

POSITIVE EDUCATIONAL PROGRAM (P.E.P.)

Some students, because of lack of ability, reading problems, poor academic backgrounds or personal problems, experience difficulties in a regular classroom situation. Individual attention and help at the level necessary for these students is beyond the scope of the regular classroom.

The P.E.P. program, developed and offered at Canton South High School, serves as a learning area for those who experience minor adjustment problems as well as a more permanent educational alternative for those students who have a more serious behavior control problem.

The program provides greater opportunity for cooperative action between the student's home, community, and school setting.

A wide range of teaching techniques is utilized in working with the student and his family. The approach is highly individualized, but the overall approach is intended to move the individual through structured programs to a point where appropriate education and social behavior are internally maintained.

Individualized academic programs, group counseling, camping and parent training are some of the components of this program.

The main goal of the program is to return the student to the regular school program as soon as the student demonstrates the ability to succeed in regular classes.

PACE

(See the description of this program on page 28.)

SPECIAL LEARNING AND BEHAVIOR PROBLEMS (SLBP) AUSTIN, MINNESOTA

Potential students are identified and urged to return and enroll in the specialized program. Based on a thorough examination of the educational weaknesses of these former students, the program offers instruction in basic skills, communication, math, and vocational preparation. As a result, the Austin Alternative School Program follows an established educational tradition of diagnosis and remediation (finding and correcting student deficiences through personal interview, testing, examination of school records) and consultation with previous teachers and employers. Additionally, these in-school activities are complemented by a full range of career exploration activities, on-the-job training stations, and job placement in the community.

Sixteen to 21-year-old participants receive in-school, small group instruction in English, math, and social studies. Each participant attends an occupational relations seminar and is employed for three or more hours a day. Community employees and government agencies each provide about half of the jobs. Youth receive both salary and credit toward graduation for the work experience. All students go through the Career Planning Center at the Austin Area Vocational Technical Institute to develop self-awareness and to explore careers.

CONTACT PERSON:
Joleen Durker, Supervisor
CETA-Education Linkage Unit
Division of Special Services
7th Floor
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-9291

SYCAMORE CITY SCHOOL DISTRICT ALTERNATIVE EDUCATION PROGRAM

This program provides an alternative educational program for students who find it difficult to learn in a "regular" or traditional classroom. The program enables potential dropouts to complete their high school program. The program's format consists of six components:

1. Self-contained classrooms
2. Instruction in English and Social Studies
3. Individualized projects agreed upon by the teacher and the student
4. Weekly "log" of outside work or school projects maintained by the student
5. Regular class meetings to discuss class projects, class problems, and problems students are experiencing in the school setting
6. Released time for students to go into the community and work on school projects or to do intern work in areas of interest. Students may "mainstream" part of the day or spend the day in the program

CONTACT PERSON:
Ann Archer, Coordinator
Sycamore High School
7400 Cornell Road
Cincinnati, Ohio 45242
(513) 489-0405

LONGFELLOW ALTERNATIVE LEARNING CENTER

In this program, dropout prone high school aged youth may earn credits toward graduation. The program focuses on providing students with individual attention to help them develop confidence in their academic abilities. The school emphasizes developing good attendance patterns in students and uses the students' parents and friends to assist in removing the obstacles that may impede good attendance. Although the course offerings are primarily academic, the school helps each student work in a part-time job.

CONTACT PERSON:
John D. Nealon, Administrator
240 Salem Avenue
Dayton, Ohio 45406
(513) 223-8239

MIDDLETOWN'S ALTERNATIVE ASSIGNMENT STUDY PROGRAM

Pupil Personnel Review Committee meets weekly. Any student who has chosen to drop out from school must appear before the committee. With a parent or guardian, a review of the student's educational needs and credits is made. Alternative programs are presented, such as the G.E.D. test battery and Adult Basic Education. Any student under 18 years who drops out of school, who fails to appear before this committee, and who is found truant by Middletown's three police agencies and/or attendance officers is taken to the police station and/or court. The cooperation between the police, courts and community is very positive. Middletown attendance personnel monitor the students who are working and/or attending alternative education programs. Visits to the homes of "high risk" students by attendance officers and/or school personnel promote the improvement of daily school attendance; distribution of pamphlets explaining attendance and individual counseling are all services rendered to help dropouts and dropout-prone youth.

CONTACT PERSON:
James E. Mack, Director
Pupil Personnel Services
Middletown City Schools
1515 Girard Avenue
Middletown, Ohio 45042
(513) 423-0781

OFF-CAMPUS ALTERNATIVE HIGH SCHOOL

Emotionally handicapped students unable to cope with the traditional school setting work independently or in small groups and proceed at their own rate. Students receive teacher assistance when needed, and a school psychologist provides services to students and their families throughout the year. The school is located in a quiet setting away from large numbers of people and is free from bells. Among the school's objectives for its pupils are improved attendance, better acceptance of adults and peers, and reduced disruptive behavior.

CONTACT PERSON:
Jon Marquardt
Sylvania City Schools
6850 Monroe Street
Sylvania, Ohio 43560
(419) 882-0555

BILINGUAL PROGRAMS

CONTACT PERSON:
Maria J. Fontes
Southview High School
2270 E. 42nd Street
Lorain, Ohio 44055
(216) 277-7271

LORAIN CITY SCHOOLS PROGRAMS FOR BILINGUAL HISPANIC YOUTH, K-12

Participants meet with an itinerant bilingual teacher 2-4 days a week for 30-45 minute sessions to be tutored on various subjects in their native language, and to receive instruction in English as a second language. Non-English speakers are scheduled into an ESL class which meets daily.

ESL (ENGLISH CREDIT TOWARD GRADUATION)

Students are scheduled into an individualized ESL class. They are placed in one of three groups, ESL I, II or III, according to their abilities. In ESL I, the aural-oral approach is used. In ESL II, a combination of the language-experience and traditional grammar approach seems to work well. IN ESL III, students are grouped according to reading levels. Emphasis is on improving their reading and writing skills and using materials related to their culture as much as possible. Peer tutoring is used in ESL classes, Spanish is used by the teacher only to clarify some points; the tutors do not speak Spanish.

CONVERSATIONAL ENGLISH (ELECTIVE CREDIT)

This class is kept very small (5-8 students). It deals with the oral aspect of the language, and is designed to force the student to participate in English and to develop concrete terms through the association of ideas. Grammar is learned through example and analogy. The use of the student's native language is avoided.

BILINGUAL TUTORING IN CONTENT AREA (BTCA, 9-12)

Students whose English is limited meet with the bilingual teacher 1-2 periods per day to be tutored in their language on subjects such as math, science, English, biology, U.S. history, and American government. Their progress is monitored daily.

Cooperation with the subject teacher is imperative. This aspect of the program contributes considerably to the academic success of these students; it has also proved to be the most important factor in preventing students from dropping out.

VOLUNTARY GRACE PERIOD

Teachers substitute, at their discretion, the marks of S and U for a regular letter grade for a maximum of three grading periods. This applies only to newly arrived monolingual, Hispanic students. The program is aimed at improving the students' self-concept.

MULTICULTURAL STUDIES (ELECTIVE)

Although this class is conducted in English, provisions have been made for monolingual Spanish students. In addition to two cultural areas strongly represented in the community, Latin America and Eastern Europe, it emphasizes the individual cultures of the students enrolled.

CONTACT:
Nogales High School
Alternative Education Program
900 Frank Reed Avenue
Nogales, Arizona
(602) 281-2100

ALTERNATIVE EDUCATION PROGRAM - NOGALES, ARIZONA

The Alternative Education Program in Nogales High School is a dropout prevention program which focuses on the needs of special target populations. Because eighty-five percent of the student body is Hispanic, this specialized program is based on the premise that if the special needs of the bilingual students are met, the high school dropout rate would be reduced. An educational facility in a shopping center near the high school was established. Students referred to the center are evaluated to determine their educational needs. A personalized program is developed for each student which includes career-oriented reading, writing, and mathematics. In addition, guidance personnel provide interest and aptitude testing to aid students in tentative occupational planning. The center staff coordinates occupational field trips and work experience. Student services include opportunites for internships, on-the-job training, and job placement made possible through the cooperative efforts of local business, the school system, and government.

In addition to working with the student, bilingual outreach workers visit homes and meet regularly with parents regarding each youth's progress. When appropriate, they try to interest the parents in continuing their own education. Goals of the outreach workers include helping the parents feel comfortable with the school personnel and encouraging the parents to come to the school for conferences.

COMMUNITY AGENCY RESOURCES FOR HOME PROBLEMS

SOUTH COMMUNITY PARTNERSHIP PROGRAM - MINNEAPOLIS, MINNESOTA

This "school within a school" serves youth ages 15 to 20. The program, South Community Partnership Program, integrates resources and shared responsibility involving the school, community agencies, and the local business community.

The school offers an academic environment. For progress in basic skills, small group and individualized instruction are provided. The school is responsible for incorporating a wide range of learning experiences that will help the students achieve "partnership" objectives. Emphasis is not on job placement, but on developing employment skills. This includes the education necessary to function in the work environment. For example, students participate in a "peer attendance council" which relates to the employment problems of absenteeism and punctuality. Business community representatives serve as resources in work readiness seminars at school.

Various agencies provide resource staff, youth advocates, and social service and outreach workers who serve as a link between the school and homes. They give individual and family support to those in the program. This team is an integral part of the "partnership" staff at South High School. The business community provides jobs for many students in the program. Students learn about jobs that might be interesting to them and the specific skills needed for those positions. The employers also explain their views about the qualities they seek in those they hire.

CONTACT PERSON:
Joleen Durker, Supervisor
CETA-Education Linkage
Minnesota Department of Education
Capitol Square
550 Adar Street
St. Paul, Minnesota 55101
(612) 296 -9291

ROTARY DOUBLE E - KANSAS CITY, MISSOURI

Young people between the ages of 16 and 21 residing in the School District of Kansas City, Missouri, may enroll in the Rotary Double E program. Participation is voluntary. Classes meet every morning except Wednesday, for which the enrollee receives one semester of elective credit toward graduation. If employed the enrollee receives a second credit. At the end of each semester, credit earned is sent to the high school storing that student's records.

Double E enrollees are encouraged to participate in the adult evening high school diploma program offered by the Department of Career and Continuing Education. The Double E program relies upon extensive community and university support. In particular, the program uses the services of private and governmental agencies.

CONTACT:
Rotary Double E Program
The Carver Building
1514 Campbell
Kansas City, Missouri 64105

SEARCH (See the description of this program on page 38.)

MIDDLETOWN'S ALTERNATIVE ASSIGNMENT STUDY PROGRAM (See the description of this program on page 31.)

DISCIPLINE/ATTENDANCE PROGRAMS

CONTACT PERSON:
Raymond W. Hayes
Secondary Learning Center
709 North 8th
Columbia, Missouri 65201

SECONDARY LEARNING PROGRAM - COLUMBIA, MISSOURI

The Secondary Learning Program, funded by the Columbia School District and housed in the Secondary Learning Center, is designed primarily for potential high school dropouts. Junior high students who have been suspended from their schools attend the center on a short-term basis and continue with their regular class work until their suspensions are over. Senior high students enroll in the center's total instructional program. The main intent of the program is to work with potential dropouts so that they will be able to return to their home schools as soon as possible. Students in the program attend classes from a half to a full day and may have part-time jobs. The curriculum is flexible, and students are given individualized instruction. Courses are supervised by certificated staff, and credits are earned toward high school graduation.

CONTACT PERSON:
Jeff Stoltz
Time-Out Teacher
Bellaire High School
35th and Guernsey
Bellaire, Ohio 43906

TIME-OUT PROGRAM

The Time-Out Program, initiated at Bellaire High School, is an alternative to suspension. The Time-Out Program's purpose is to attempt to modify unacceptable behavior by providing individual and group counseling, which will help the student to function in a more positive manner. The Time-Out Program provides individual tutoring by a certificated teacher who aids students in maintaining a stable educational environment. Since the Time-Out Program is an alternative to suspension, the student assigned to Time-Out is counted present at school. Accordingly, the student will receive credit for all work completed, whereas, with suspension, the student received an F in all subjects for the length of the suspension. The Time-Out Program is a highly structured environment requiring the cooperation of students assigned to this program.

CONTACT PERSON:
Frank Wessinger, Supervisor
Ellet High School
309 Woolf Avenue
Akron, Ohio 44312
(216) 784-0451

ELLET HIGH SCHOOL SATURDAY SCHOOL

The Saturday School Program is an alternative to suspension. After a student commits an infraction that could lead to suspension, a hearing takes place and school officials inform the parents of the school's intent to suspend. Instead of suspension, the student's parents may choose to have their child attend four-hour Saturday study sessions for the number of days equal to the period of suspension.

CONTACT PERSON:
Modesta M. Leonard or Mary H. Henry
Licking County Board of Education
20 South Second Street
Newark, Ohio 43055
(614) 349-8421

CRIMINAL CHARGES AGAINST PARENTS

Failure of Parent/Guardian to cause regular school attendance, Ohio Revised Code (O.R.C.) 3321.19, is the basis for this charge. Since this is a criminal charge against adults, it is necessary that all steps be documented and carried out according to established court procedure for the protection of school personnel, the child and the parent.

1. Preliminary action is the same. If absence is questionable and does not improve, a legal notice of warning (O.R.C. 3321.19) may be sent from the county attendance office, by certified mail requesting a receipt of delivery.
2. The post mark and signature on the green card document the receipt of official notification. It is then possible for the attendance officer to file a complaint against each parent of each child with absence not verified by a physician using the green receipt as the official notification date. Only absences following this date may be prosecuted.

CONTACT PERSON:
Willis Holloway, Assistant Superintendent
Cincinnati City Schools
230 East 9th Street
Cincinnati, Ohio 45215
(513) 369-4000

SECONDARY SCHOOL DISCIPLINE COMMITTEES

Each secondary school establishes a disciplinary committee. Parents, teachers, students, administrators, and other community members develop and organize activities to improve school discipline. These committees have helped reduce suspensions and expulsions.

CONTACT PERSON:
Willis Holloway, Assistant Superintendent
Cincinnati City Schools
230 East 9th Street
Cincinnati, Ohio 45215
(513) 369-4000

UNIVERSITY OF CINCINNATI TRUANCY GUIDANCE PROGRAM

Students with attendance problems are tutored and counseled by University of Cincinnati undergraduate volunteers. The program's principal goals are to improve the student's average daily attendance rates.

SEARCH (See the description of this program on page 38.)

DRUG/ALCOHOL ABUSE PROGRAMS

FAMILIES ANONYMOUS

Families Anonymous (FA) offers support groups for the families of adolescents (or adults) who are experiencing drug, alcohol, or related behavioral problems (underachievement, delinquency, runaways). Modeled after Alcoholics Anonymous, FA guards the student's anonymity; only first names are used and members agree to keep each other's stories strictly confidential. The FA program maintains a 24-hour telephone hotline.

CONTACT PERSON:
Families Anonymous, Inc.
P.O. Box 344
Torrance, California 90508
(213) 775-3211 (24 hours)
(213) 320-1570 (Business)
Or:
Linda Eisel
Licking County Juvenile Court
Newark, Ohio 43055
(614) 221-2442

LICKING COUNTY ALCOHOLISM PREVENTION PROGRAM (LAPP)

The Intake Session:

During this session, lasting about an hour and a half, the young person is asked to complete a variety of diagnostic instruments. At the end of this session, the youth is scheduled for his/her first counseling session.

CONTACT PERSON:
James Billow, Director
Licking County Alcoholism
Prevention Program
172 Hudson Avenue
Newark, Ohio 43055

Initial Counseling Session:

Planners ask parent(s) to attend this session with their child. At that time the staff answers any remaining questions and welcomes input. The staff then forms a tentative, individualized plan of action. Many of the programs are designed to prevent the development of a severe alcohol problem.

Group Therapy Session:

Young people are usually enrolled in group sessions with peers. The sessions are facilitated by trained, professional alcoholism counselors and educators. Depending on individual needs, youth attend between five and ten two-hour group sessions. Individual and optional family counseling supplement the group experience.

TEEN TALK

Teen Talk is a preventive drug education program for youth, which deals not with drugs but with people. Selected high school students are trained to go in teams of four into elementary classrooms and implement values clarification, decision-making, and communication strategies with the students. Each teen leader receives at least ten hours of training in values clarification, decision-making, self-awareness, and communication skills before the first classroom visit. Before the first training sessions, students are selected in each district by the guidance department. The most important criterion is that the teen leader should be a "worthy role model" for the elementary students he/she will be working with.

CONTACT PERSON:
George Fulton, Assistant Principal
Canton South High School
600 Faircrest S.E.
Canton, Ohio 44707
(216) 484-2561

SEARCH (See the description of this program on page 38.)

CLEEP (See the description of this program on page 36.)

PROGRAMS TO ENHANCE DECISION-MAKING SKILLS

CONTACT PERSON:
George Fulton, Assistant Principal
Canton South High School
800 Faircrest S.E.
Canton, Ohio 44717
(216) 484-2581

CANTON LOCAL EXTENSION SCHOOL PROGRAM: IN-SCHOOL SUSPENSION (CLESP)

The CLESP model is an integrated program of tutoring, individualized instruction and individual or group activities for students who have been suspended or placed in detention for such reasons as truancy, fighting, smoking or general disruptive behavior. While the student is in "within-school" suspension he/she will be offered values clarification exercises. This allows many opportunities for the students to share their ideas with their peers and teachers in order to get other points of view. The emphasis in group interaction activities is on developing an atmosphere in which each student feels free to retain his/her own opinion, even though others may disagree with it. While students are encouraged to share their ideas and feelings with others, participation in any activity is always optional.

CONTACT PERSON:
Jane Connert, Project Director
Project DEEP
640 N. Emporia
Wichita, Kansas 67214
(316) 268-7801

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP) - KANSAS STATE MODEL

Project DEEP is an alternative classroom management system which is student-centered and project-oriented. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group projects based on fulfillment of objectives, receive teacher debriefing following the project, and participate in their own evaluation. DEEP offers learners in academic subjects alternative ways to create, gather, develop, and display information. Extensive use is made of electronic and non-electronic media. The role of the teacher is that of advisor, consultant, and learning systems manager. The classroom environment is that of a workshop: casual, open, trusting, and task-oriented. Community resources are utilized.

This program is available from the National Diffusion Network.

CONTACT PERSON:
Modesta M. Leonard
Licking County Board of Education
20 South Second Street
Newark, Ohio 43055
(614) 349-8421

FOCUS

Focus is a group guidance program designed to increase students' abilities to cope more successfully with daily life. The goals are:

- To foster a more positive self-concept
  To encourage more constructive expression of strong emotions such as anger, fear, loneliness, etc.
- To increase awareness of personal responsibility for the consequences of one's actions.
- To promote more effective decision making skills
- To develop better communication skills

CONTACT PERSON:
George Fulton, Assistant Principal
Canton South High School
800 Faircrest S.E.
Canton, Ohio 44717
(216) 484-2516

GUYS AND GIRLS REACHING OUT (GRO)

GRO is a program that promotes interaction among young people so that each of them can feel more secure, deal with anger and worry, communicate more effectively, accept change in their life, and develop a personal set of values. The program places emphasis on values clarification and the need to develop a sense of importance and identity.

SEARCH (See the description of this program on page 38.)

TEEN TALK (See the description of this program on page 35.)

P.E.P. (See the description of this program on page 30.)

EDUCATION AND CAREER GUIDANCE PROGRAMS

CAREER OPPORTUNITY CENTER - KANSAS STATE MODEL

The Career Opportunity Center is a year-round adult alternative school designed to assist high school dropouts, 18 years and older, in completing a high school diploma or preparing for the GED certificate. The Career Opportunity Center operates on an open-entry, open-exit system. There are no classes per se and all course work is designed and taught on an individualized, one-to-one basis. There are no attendance requirements, although students are encouraged to discuss with each of their instructors their progress in each of their courses every week. Courses do not operate on a certain number of hours for credit but are designed to be task completion or competency based. A contract stating the material to be covered, the tasks to be completed, and the competency to be reached is signed by both the instructor and the student. There are no grades. Credit is earned when contracts are completed. Many of the courses are based on the Adult Performance Level (APL) theory of literacy.

CONTACT PERSON:
Carolyn Conidin, Director
Career Opportunity Center
2542 Junction Road
Kansas City, Kansas 66106
(913) 262-2536

POTENTIAL DROPOUT PROGRAM - HILBERT, WISCONSIN

School counselor identifies potential dropouts for placement in a special English/social studies program which emphasizes remedial education, personal counseling, career counseling, career information and employability skills.

CONTACT PERSON:
Robert Braun, Principal
Hilbert High School
11 Milwaukee Street
Hilbert, Wisconsin 54129
(414) 853-3521

PEER TUTORING PROGRAM

Organized and monitored by high school guidance counselor for those students needing academic assistance in specified areas. Students refer themselves or are referred by teachers and/or parents. The counselor keeps a master list of students and tutors.

CONTACT PERSON:
Gail R. Jennings, Guidance Counselor
Licking Valley High School
1379 Licking Valley Road, N.E.
Newark, Ohio 43055
(614) 763-4062 or (614) 763-3721

PROGRAMS THAT INCREASE PARTICIPATION IN SCHOOL ACTIVITIES

CONTACT PERSON:
Russell L. Stokes
Pleasant Lea Junior High School
630 Purcell Road
Lee's Summit, Missouri 64063

TEACHER/ADVISOR SYSTEM - LEE'S SUMMIT, MISSOURI

Young adults in junior and senior high school need to know others care for them and to learn how to express their care and concern for others. The Teacher/Advisor System teaches students the many human skills needed to relate to and interact with others. The program also opens a positive channel of communication between the home and school, which helps the parents and students feel good about school. It permits the teacher/advisor to know his/her students on a more personal basis, to keep abreast of the student's academic progress, and to work with students on an individual basis. Student self-worth, a sense of belonging, and the building of leadership abilities are the goals of the Teacher/Advisor System.

CONTACT PERSON:
George Fulton, Assistant Principal
Canton South High School
800 Faircrest S.E.
Canton, Ohio 44707
(216) 484-2516

SEARCH: PEER LEADERSHIP, TRAINING PROGRAM

SEARCH is a program that deals directly with the problems being experienced with alienated high school youth by helping young people in developing a positive self-concept, and motivating students toward constructive behavorial change.

The program is structured in such a manner that all participants become potential staff members for the project. Each will use the experience gained in a training program to help others both in and out of the program.

The training program for student leaders ends with a marathon designed to help the participants increase their skills in relating to others, and modify and improve their own life styles. The student leaders are chosen because of their observed ability to relate to students who are experiencing adjustment problems at home or at school.

Five phases, composed of social training exercises, are offered in the marathon. Participants are then expected to conduct these exercises during the school year with small groups of high school students. The program includes many more structured exercises which emphasize the techniques of values clarification, transactional analysis, gestalt therapy, reality therapy, and Rogerian listening.

TEEN TALK (See description of this program on page 35.)

INDIVIDUAL AND GROUP COUNSELING PROGRAMS

WAYNE COUNTY JVSD DROPOUT PROCEDURES

The Wayne County JVSD emphasizes open and frequent communication between staff, administration, JVS counselors, and home school counselors. In some instances parents or military recruiters alert the school to a possible drop out situation. Any of these who notice a change in attendance, attitude, grade, or performance patterns or who have any other indication of potential withdrawal are to notify the guidance department. The counselor assigned to that student then follows up with a conference to determine the "why" of the situation and to explore alternate possibilities. Additional conferences involve parents, other school personnel, medical or community service personnel, or even, as appropriate, military recruiters. If the student is 18 and stops attending, phone contacts and/or letters are sent to encourage a face to face conference. When a student does drop out, a letter is usually sent to wish him/her well and to let him/her know that re-enrollment is possible up to age 21. A major part of the process includes weekly meetings of the assistant director, school nurse, time-out room coordinator, and guidance staff. At this time information is exchanged regarding students who are having problems that could lead to dropping out, and a plan for the follow-up is made.

CONTACT PERSON:
Harold A. Fulton, Coordinator
Pupil Personnel Services
Wayne County Joint
Vocational School
Smithville, OH 44677
(216) 669-2134

PACE (See the description of this program on page 28.)

SEARCH (See the description of this program on page 38.)

QRO (See the description of this program on page 36.)

TEEN TALK (See the description of this program on page 35.)

CLESP (See the description of this program on page 36.)

FOCUS (See the description of this program on page 36.)

CONTACT PERSON:
Modesta Leonard
Licking County Schools
20 South Second Street
Newark, Ohio 43055
(614) 349-8421

CHECKMATE (CONS HELPING EDUCATE CONFUSED KIDS MOTIVATE ATTITUDES TOWARD ENLIGHTENMENT).

Checkmate attempts to create a very real picture of what prison life means to individual inmates at Marion Correctional Facility. Tours of facility, conferences with inmates, and wearing of prison uniform offer a realistic view of prison life. School attendance is profusely encouraged.

CONTACT PERSON:
Modesta Leonard
Licking County Schools
20 South Second Street
Newark, Ohio 43055
(614) 349-8421

CON-CERN FOR JUVENILES, THINK STRAIGHT PROGRAM

This is a one-day program conducted by Con-Cern Incorporated, an organization of "insiders and outsiders" incorporated several years ago at the Chillicothe Correctional Institute. The organization has an institutional advisor who is a member of the staff at Chillicothe Correctional Institute and its activities are coordinated with the administration.

"Con-Cern for Juveniles, Think Straight" is a program designed to enlighten youth about the pitfalls of continued conduct which could ultimately lead to institutionalization and some of the realities of such a life. The young people are given a tour of the institution (females excluded) and lunch is served both inside (male) and outside (female) for all participants. This session is followed by a "rap session" with inmates and advisors who can relate to the problems encountered by youth since they have "been there." The youth are accompanied by adults. The program is designed to divert youth from behavioral conduct that might later lead to incarceration.

SEARCH (See the description of this program on page 38.)

PARENT INVOLVEMENT PROGRAM

PROGRAM POSITIVE

This program is designed to reduce drop out and absenteeism rates by addressing a problem central to these issues—student alienation. By reviewing goals and expectations, the student and his/her parents have an opportunity to become involved in decisions affecting the student's life. High structure and frequent checks are used to prevent the student from drifting from the goals and expectations. Further, positive reinforcement on a continual basis by the guidance counselor and teachers, including calls home when the student does something positive, increases the student's self-esteem and the parents' desire to cooperate with the school. Students are identified by inspecting the records of the previous year.

CONTACT PERSON:
Thomas Pflaumer, Supervisor
Hamilton County Office of Education
11083 Hamilton Avenue
Cincinnati, Ohio 45231
(513) 742-2200

PARENT INFORMATION MEETINGS (PIM)

Parent Information Meetings have been held at Canton South High School since 1985. In these meetings parents, students, and staff communicate and share information which can be helpful in resolving problems which may exist now or in the future.

Meetings are planned each year by a committee of parents and school personnel and are designed to play an important role in the future planning of this school district's efforts to improve communication among parents, teachers, and students.

Examples of topics discussed are: Youth and Drugs, Unwed Mothers, Sex Education, Schools Relationship to Juvenile Court, Prejudice, Student Unrest, Vocational Education, Today's Teenagers, Teaching Self-Discipline, Separation of Adults and Their Children.

CONTACT PERSON:
George Fulton, Assistant Principal
Canton South High School
600 Faircrest S.E.
Canton, Ohio 44717
(216) 484-2516

P.E.P. (See the description of this program on page 30.)

POSITIVE SCHOOL CLIMATE PROGRAMS

CONTACT PERSON
Willis Holloway, Assistant Superintendent
Cincinnati City Schools
230 East 9th Street
Cincinnati, Ohio 43215
(513) 369-4000

SOCIAL SKILLS AND INTERCHANGE ACTIVITIES LAB

Students who do not respond positively to the traditional school setting are given an opportunity to assess their attitudes, self-images, and skills. Participants attempt to improve on at least one item of an eleven item checklist. (Some of the items are attendance, disruptive behavior, and self-control.) The program is organized in cycles, where each cycle lasts eight days. Each cycle serves an average of nine students.

CONTACT PERSON
Arnold Lee
Assistant Administrator
Beloit School District
220 West Grand Avenue
Beloit, Wisconsin 53511
(608) 364-6760

DROPOUT PREVENTION INSERVICE

English and reading teachers for the seventh and eigth grades participate in a dropout prevention inservice where they develop methods to improve students' self-images and self-concepts.

CONTACT PERSON
Emmett Weber, Principal
Beaver Dam High School
Gould Street
Beaver Dam, Wisconsin 53916
(414) 885-9241

TUTORIAL PROGRAM/CASH (Content Area Study Help) - BEAVER DAM, WISCONSIN

Sophomores and juniors meet two to three times per week in a self-contained classroom for tutoring and remedial education in English, math, social studies, and science. Credit is given for participation in CASH.

CONTACT PERSON
Sara Nussbaum
Jackson R-11 High School
221 S. Oklahoma
Jackson, Missouri 63755

CLASSROOM PROJECTS - JACKSON, MISSOURI

The classroom approach assumes that the needs of economically and educationally disadvantaged in-school youth are best served in the traditional high school classroom setting. High risk students can be kept in school by encouraging participation in the day-to-day happenings of the school. Efforts are made to increase the students' awareness of opportunities made available to them through the high school that allow them to make a smoother school-to-work transition. Methods used in this approach center on transition services provided during or after school. Classroom activities concentrate on career education, vocational exploration, and pre-employment preparation and are frequently augmented by work experience components.

CLESP (See the description of this program on page 36.)

PIM (See the description of this program on page 41.)

PACE (See the description of this program on page 28.)

SEARCH (See the description of this program on page 38.)

TEEN TALK (See the description of this program on page 35.)

P.E.P. (See the description of this program on page 30.)

PREGNANCY PROGRAMS: DROPOUT PREVENTION AND FOLLOW-UP DURING PREGNANCY AND AFTER BIRTH

GRADUATION, REALITY, AND DUAL ROLE SKILLS (GRADS)

GRADS is a program developed to assist adolescent pregnant girls and young parents who are in school. Students continue with their regular school program while working with a GRADS coordinator on curricula designed to meet the student's needs. The curriculum focuses on approaches to a healthy pregnancy, responsible parenting for the adolescent, and the concept of the dual-role of employee and parent. Home visitations and interaction with community resource persons are integral parts of the GRADS Program. Coordination and leadership are provided through the Home Economics Section, Division of Vocational Education, Ohio Department of Education. Inservice is provided throughout the year for GRADS coordinators.

CONTACT PERSON:
Gail Henderson
Vocational Home Economics
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215
(614) 462-6816

NEW BEGINNINGS - CARVER SCOTT AREA LEARNING CENTER - CHASKA, MINN.

New Beginnings is a program designed to meet the special needs of pregnant teenagers and adolescent parents. As a target group, pregnant teenagers and adolescent parents have a particularly difficult time continuing their education. New Beginnings provides the dropout prone pregnant student with a supportive environment, and it stresses the special coping skills these students need during and after pregnancy.

Organizationally, New Beginnings is a program developed by the Area Learning Center, a division of the Carver Scott Cooperative Center. Directed at the more than 150 students who drop out of high school in Scott and Carver counties each year, the Area Learning Center provides opportunities for students enrolled in New Beginnings, as well as for other youth and adults with special needs. The program includes basic skills development, particularly in reading, vocabulary, and math; career exploration; and employability skill development. New Beginnings was specifically designed to include any pregnant girl 21 years of age or younger. Enrollment includes students enrolled in school as well as students who have dropped out.

CONTACT PERSON:
Lois Engstrom
Minnesota Department of Education
Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-9291

VOCATIONAL PROGRAMS

CONTACT:
Ohio Department of Education
Division of Vocational Education
Distributive Education Service
65 South Front Street
Columbus, Ohio 43215
(614) 466-3494

OCCUPATIONAL WORK ADJUSTMENT (OWA)

Occupational Work Adjustment is a one or two year ungraded vocational program designed for 14 and 15-year-old students who are potential dropouts from the normal educational process. These students have demonstrated disinterest in the normal academic curriculum and are not achieving success in that curriculum. The OWA program places heavy emphasis on remedial instruction, vocational orientation and private sector or in-school work experience. The purpose of OWA is to aid the movement of these students toward successful completion of a vocational or academic high school program. The ultimate goal of OWA is identical to the regular educational program: To produce well adjusted, educated, productive and responsible citizens within Ohio communities.

The OWA program provides work related and remedial instruction with the OWA teacher coordinator for a minimum of 90 minutes a day. The student is also integrated into at least two academic classes each day taught by teachers other than an OWA coordinator. Along with the classroom experience, the OWA student receives work experience either in school or in the private sector for a minimum of 90 minutes. The related instruction in this program is under the direction of an occupational work adjustment teacher coordinator. The teacher coordinator provides individualized remedial math, reading and language arts and career exploration instruction, along with job adjustment and job performance information.

CONTACT:
Ohio Department of Education
Division of Vocational Education
Distributive Education Services
65 South Front Street
Columbus, Ohio 43215
(614) 466-3494

OCCUPATIONAL WORK EXPERIENCE (OWE)

In this program, the student receives work experience in an employing establishment and occupational adjustment and job related instruction in the school. The makeup of the class is such that many different semi-skilled or "operator level" occupations may offer work experiences to students. The major objective is to develop through work experiences the necessary attitudes, skills, and abilities which will enable the student to become gainfully employed in occupations having limited skill requirements.

Instruction in this program is under the direction of a teacher-coordinator who, during related class, instructs the students in those subjects suited to their individual needs and interests. The in-school instruction is aimed at helping the student become a productive citizen and continue his/her education as long as possible. Instruction may be offered in job adjustment information and job performance information, as well as remedial instruction in academic subjects.

Students spend one-half day in the classroom studying subjects related to on-the-job experience, as well as other high school subjects. The other half day is spent working in the establishments of cooperating employers. Here students receive on-the-job experience in actual occupational activities with the help of the employer and teacher-coordinator. These jobs are located and approved by the program's teacher-coordinator.

CONTACT PERSON:
James Foster and/or John Keough
Licking County Board of Education
20 South Second Street
Newark, Ohio 43055
(614) 349-8421

DEVELOPMENTALLY HANDICAPPED WORK STUDY

Academic credit is given for work done in the community by program participants. Job skill, training, career education, and individual counseling supplement the program.

CONTACT PERSON:
James Foster and/or John Keough
Licking County Board of Education
20 South Second Street
Newark, Ohio 43055
(614) 349-8421

WOODSIDE VOCATIONAL ASSESSMENT PROGRAM

For students enrolled in high school developmentally handicapped program, Woodside is designed so that a student will learn more about his/her own interests and abilities.

VOCATIONAL ORIENTATION IN CAREER EDUCATION (VOICE) -MARSHFIELD, WISCONSIN

VOICE is a "school within a school" featuring academic, personal/career education development and vocational development. The highly structured day includes attendance at regular classes and work experience. Free time is spent at a resource center for tutoring, individualized instruction, reading instruction, and counseling.

CONTACT PERSON:
Frank Hanrath
District Administrator
Marshfield School District
1010 East Fourth Street
Marshfield, Wisconsin 54449
(715) 387-1101

OUT-OF-SCHOOL COOPERATIVE TRAINING PROGRAM-DALLAS, TEXAS

The Dallas program is designed for out-of-school youth who want to hold jobs and finish high school at the same time. The program is based on a cooperative relationship between community employers and the public schools. Youth who are not currently enrolled in school, ages 16-21, are eligible. The program provides a minimum of 20 hours per week of paid on-the-job training. In addition, students attend classes in the morning or early evening for 10 hours per week at a downtown site. The class work is in two main areas: courses needed to complete credits for high school graduation or an equivalency certificate, and additional courses related to job placement. The latter course work is based on a written training plan developed jointly by the school and the employer. Students receive credit upon completion of unit courses. The credits earned are returned to each student's home high school or, if the student chooses, are forwarded to another high school. Two important aspects of the program are intensive counseling and locating the program in a "neutral" site. Attending school in a "neutral site" prevents youth from returning to an environment where they did not succeed in the past. Students are recruited 1) through a direct mailing to students who dropped out the previous year, 2) by high school counselors, principals, and administrators who counsel with youth, 3) by teacher-coordinators through outreach activities, and 4) by community agencies.

CONTACT PERSON:
J.E. Cogwell, Instructional Facilitator
Department of Occupational Education
Dallas Independent School District
Dallas, Texas
(214) 824-5251

WORK EXPERIENCE AND PRACTICAL ARTS PROGRAMS

CONTACT PERSON:
Ohio Department of Education
Division of Vocational Education
Home Economics Service
65 South Front Street
Columbus, Ohio 43215
(614) 466-3046

IMPACT HOME ECONOMICS

Impact Home Economics is a consumer and homemaking program designed for 7th, 8th, or 9th grade students from identified economically depressed areas. One-third of the school day must be released for home visitation and working with parents and students. Parents are actively involved in the program. No more than 60 students may be assigned to a teacher. Impact Home Economics is designed for students who have special needs and who can be helped by the program. The Impact Home Economics student is *not* a seriously emotionally disturbed, a special education, or a chronically disruptive student. The student may exhibit one or more of the characteristics that potential dropouts exhibit. The minimum teacher time for one class is 15 hours. Student time is 5-7.50 clock hours.

CONTACT PERSON:
Malcom Gramling
Kennett High School
1400 West Washington
Kennett, Missouri 63857

WORK EXPERIENCE PROJECTS (MISSOURI)

These projects provide school-to-work transition services on the assumption that economically disadvantaged youth must learn the disciplines of work. The youth must perform vocationally in a real-life work setting. A school-based staff person monitors the student's maturation and emphasizes the relationship between school training and the work experience. Work experience strategies are primarily carried out after school and are frequently augmented by transition or vocational exploration services.

ELEMENTARY PROGRAMS

Chapter I programs in Ohio have been particularly effective in remediating reading deficiencies among elementary aged students. Chapter I programs go beyond remediation strategies and employ effective intervention and school-community approaches as well. The Ohio Department of Education will supply names of schools with active Chapter I programs.

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REVIEW OF RELATED LITERATURE

Nature of the Review

This literature review was conducted through two ERIC searches, the first covering the years 1965 through 1981 and the second spanning the period from January 1982 through April 1983. In addition to the ERIC searches, the authors inspected the bibliographies and reference sections of major studies in order to obtain sources not entered in the ERIC data base. This review neither aims at a comprehensive survey of the considerable body of dropout literature nor attempts to focus on any one particular feature of the dropout problem. Instead, the review presents an eclectic summary of the literature speaking to the major themes and concerns addressed in this handbook. Those readers who wish a more thorough review of the literature on elementary and secondary school dropouts should examine T.L. Cinal's 1982 study entitled **The School Dropout: Causes, Effects, and Solutions.**

In the course of the review, members of the Task Force and Advisory Committee examined in detail 248 documents. As limited as the scope of this review must be owing to the nature of the handbook itself, it will provide educators and field practitioners with an initial overview of issues central to the phenomenon of students in danger of leaving the educational mainstream early.

Reduction Not Elimination

All dropout prevention policy initiatives have only limited effectiveness since each one serves only some dropout characteristics in some subpopulations; policymakers can have increased impact by concentrating on the reduction rather than toward elimination of student attrition (Tinto, 1982). Effective dropout approaches are those which are directed toward preventing school dropouts rather than toward dealing with students who have already left early. All too often those students are, in fact, "pushouts"—victims of an institutional syndrome to exclude students systematically from the educational mainstream (Berlowitz & Durand, 1976). Although the dropout phenomenon is multidimensional (Rumberger, 1981), school districts are better off developing a central rather than a piecemeal effort toward reducing dropout numbers (Paul, 1982).

Prevention and Intervention

J. Augustin and J. Novak's 1980 study of effective dropout prevention program elements suggests a central intervention strategy that is student centered and that offers a variety of services and activities, provides school and community programs at the K-12 level, and uses preventive and therapeutic counseling techniques. R. Maurer (1982) found that one intervention model reduced dropout, absence, and failure rates through four major strategies: (1) teacher-staff inservice training, (2) alternative academic programs, (3) student training in social and interpersonal skills, and (4) family intervention effort, programs that emphasize small enrollments, high community involvement, close student-teacher relationships, flexible scheduling, and attention to individual student educational needs and interests have a positive impact on graduation rates, student attendance, and standardized test scores (Amenta, 1982).

Program planners must take into account the reasons for students' dropping out of school in order to mount the most effective intervention strategies (Augustin & Novak, 1980). In addition to the well-documented reasons for and causes of students' alienation from the mainstream and their consequent decision to dropout, program planners will also want to take a look at how these high risk students differ from those students who persist in the educational mainstream (Timberlake, 1980).

Early Identification of Dropouts

M. Blum and S. Spangehl (1982) note that high risk pupils probably differ from other students in (1) cognitive ability, (2) task motivation and task performance, (3) their cultural aspiration and its relationship to educational attainment, (4) their source of self-direction, and (5) their self-esteem. The authors advocate that schools assume the responsibility of structuring for high risk students an academic curriculum that would include (1) a wide range of cognitive skills, (2) techniques to enhance reasoning ability, (3) communications skills, (4) non-traditional instructional methods, (5) competency-oriented disciplinary and interdisciplinary studies, (6) a revived "general education" curriculum, (7) self-actualization within the academic experience, (8) integration of the students' social environment into schooling, (9) transitional re-entry programs, and (10) retraining programs for dropouts.

The first step in any program designed to keep potential dropouts in school is identification (Kough & DeHaan, 1955). High risk students show signs at the elementary level of becoming potential dropouts; if they can be identified early enough, educators can intervene and motivate these students to continue their education (Holmes, 1982). Early identification, however, must be systematic (Fox & Elder, 1980). Secondary school completion can at least be predicted from data in the third grade based on four dimensions: (1) achievement, (2) socioeconomic status, (3) family characteristics, and (4) non-promotion (Lloyd, 1978). W. Holmes (1978), citing G. Campbell's 1966 work suggesting that potential dropouts must be salvaged by the seventh grade, developed a systematic procedure called **Potential Dropout Instrument** (PDI) to identify high risk students in the upper-elementary grades. Using the Demos D (Dropout) Scale, the PDI identifies five factors that may designate a potential dropout: (1) overt descriptive behavior, (2) insecurity/withdrawal, (3) lack of goal orientation, (4) anti-social behavior, and (5) peer interaction.

Elementary Intervention

Effective elementary dropout intervention programs provide an early diagnosis of instructional needs and an immediate application of prescriptions (Langey, et al., 1973). In addition to a strong inservice program to sensitize teachers to "pre-dropout" behavior, a good dropout prevention program at the elementary level requires that (1) local school personnel be continually involved in the project, (2) the project coordinator be absolutely committed to the value of the project, and (3) teachers be furnished with the basic identifying information for each pupil before school starts (Miller, 1973). Since a good prevention program pre-empts learning difficulties, schools should screen students just before school starts in order to offer a program that will give the child an early successful school experience (Laird, 1979).

Minority Dropouts

Throughout levels K-12, minority group membership remains one of the most consistent predictive factors of alienation and withdrawal from school. Black students disengage and drop out of school owing to their perception of the openness of the occupational structure, perceived school discrimination, and the behavior and expectations of teachers (Felice, 1980). Some researchers attribute the disproportionate dropout rate among minorities to cultural differences, especially a difference of ideals, attitudes, and aspirations between these groups and "majority" students (Beck & Muia, 1980). A study by Richardson and Gerlach (1980) shows that black dropouts often have high intelligence but low educational aspiration.

Hispanic and migrant and seasonal farmworker youth represent a major subpopulation among potential dropouts. Programs that emphasize meaningful work experience and that help students acquire, develop, and shape job skills and positive attitudes to work are particularly effective in increasing completion/retention rates (Laylo & Woodruff, 1982). Bilingual programs in grades 1-4 have proved of significant value in pre-empting language arts and math difficulties for urban Hispanics (Irizarry et al., 1979).

Absenteeism

From grades 6-12, one of the clues signaling a potential dropout is his or her record of absences (Lloyd, 1978). Kaplan and Luck (1977) categorically state that dropout prevention programs must combat high absenteeism in addition to chronic school failure. Competency-based programs using non-traditional instructional methods coupled with intensive guidance support services can reduce absenteeism, class cutting, and truancy (Wilson, 1977).

Alternative Programs

Alternative programs, from the sheer number of them in operation, seem to be one of the most popular dropout intervention strategies. Although many school administrators believe that alternative programs can significantly reduce dropout rates (Neil, 1979), planners should exercise some care in their development and design (Robbins, Mills, & Clark, 1981). These practitioners conclude that a dropout prevention alternative program works best in the context of the whole school and not as a program element separate from the standard high school program.

One of the most important assets of an alternative program is that it creates a positive school environment (Robbins, Mills, & Clark, 1981). Effective dropout prevention programs make use of the resources of the community and the support of parents (Augustin & Novak, 1980). Both parents and the community can help increase the school's holding powers (Hooban & Pugsley, 1974). An all-encompassing community organization approach involving the home, school, special agencies, law enforcement agencies, and community organizations and institutions has been effective not only in reducing the dropout rate but also in lowering the delinquency rate among identified potential dropouts (Buckner, 1976). The program proved most effective when linked with a program to find employement for these youth.

Vocational Technical Programs

Vocational-technical education programs such as occupational guidance programs add to the school's holding power and should be initiated in the elementary grades (McQueen, 1968). For instance, Schmidt & Dylceman (1979) found significant results occuring on variables measuring levels of vocational maturity, days of school attendance, and the numbers of disciplinary referrals. In order to establish effective vocational-technical and career education programs, school districts need the right tools, which include: (1) occupational guidance and testing centers, (2) on-the-job orientation of counselors, (3) advisory committees for vocational-technical programs, and (4) expanded use of present vocational-technical facilities (McQueen, 1968).

Teenage Pregnancy

Counseling services are effective in all types of dropout prevention efforts, but they are particularly effective in reducing teenage pregnancy (Rumberger, 1981). Teenage pregnancy continues to have far-reaching consequences on education. A 1982 report by the Guttmacher Institute records that 49.9% of the girls who gave birth to their first child by age 18 completed high school, and only 69.5% of the boys who first became fathers by age 18 got a diploma. Children of teenage parents have lower I.Q. and achievement test scores than do the children of parents who postponed childbearing; moreover, the children of teenage parents are more likely to repeat grades and hence are more likely to drop out of school. Many pregnancy programs are inadequate (Helmrich, 1981); exemplary programs (1) show commitment to providing services from the beginning of pregnancy through graduation, (2) provide services regardless of how the pregnant teenager resolves her pregnancy, and (3) extends their service commitment to all eligible students, including dropouts (Helmrich, 1981).

Need to Read Further

The authors of this handbook recommend that educators and practitioners investigate in greater detail the literature relating to dropouts, especially the formal studies presenting systematic literature reviews. Their treatment is more complete and more subtle. Furthermore, the body of literature is growing rapidly. While some studies may appear repetitious, others will provide fresh, hard data about programs and strategies that can lead to a reduction of dropouts.

APPENDICES

APPENDIX A

10-Year Dropout Rates for Ohio

Year	7	8	9	10	11	12	Sp. Ed.	Total
1974-75	.2	.4	2.2	4.6	5.9	5.0	5.0	2.9
1975-76	.2	.4	2.2	4.7	5.3	4.5	5.0	2.9
1976-77	.1	.4	2.2	4.9	5.4	4.8	8.1	3.1
1977-78	.2	.4	2.4	5.0	5.5	5.3	7.4	3.3
1978-79	.4	.7	2.8	5.9	5.9	5.4	7.7	3.7
1979-80	.3	.5	2.6	5.1	5.2	5.0	5.7	3.2
1980-81	.3	.5	2.7	5.0	4.7	4.7	5.1	3.1
1981-82	.3	.4	2.4	4.9	4.4	4.2	4.9	2.8
1982-83	.2	.3	2.1	4.6	4.1	4.0	4.5	2.6
1983-84	.2	.3	2.0	4.1	4.0	4.3	–	2.4

Source: Ohio Department of Education

APPENDIX B

PUBLIC AND PRIVATE HIGH SCHOOL GRADUATES AND AS PERCENT OF AGE GROUP, BY STATE: SCHOOL YEAR 1979-80

State	Total High School Graduates	Public High School Graduates			Private High School Graduates			Age Group, Average of 17- and 18-Year-Olds	High School Graduates as % of Age Group
		Total	Male	Female	Total	Religiously Affiliated	Not Affiliated		
50 States and D.C.	**3,051,304**	**2,756,768**	**1,355,264**	**1,401,504**	**294,536**	**239,380**	**55,156**	**4,238,248**	**72.0**
Alabama	49,067	45,190	21,691	23,499	3,877	1,841	2,036	75,260	65.2
Alaska	5,398	5,223	2,606	2,617	175	161	14	7,257	74.4
Arizona	30,746	28,944	14,214	14,730	1,802	1,332	470	50,194	61.3
Arkansas	30,166	29,052	14,785	14,267	1,114	827	287	42,758	70.6
California	282,858	257,996	129,905	128,091	24,862	20,948	3,914	429,490	65.9
Colorado	38,664	36,804	18,277	18,527	1,860	1,385	475	54,045	71.5
Connecticut	46,251	37,683	17,672	20,011	8,568	5,331	3,237	57,132	81.0
Delaware	9,048	7,582	3,639	3,943	1,466	1,247	219	12,018	75.3
District of Columbia	6,573	4,959	2,210	2,749	1,614	1,333	281	11,560	56.9
Florida	97,679	87,324	42,089	45,235	10,355	7,525	2,830	161,884	60.3
Georgia	66,893	61,621	29,490	32,131	5,272	1,899	3,373	105,985	63.1
Hawaii	14,121	11,493	5,680	5,813	2,628	1,530	1,098	17,002	83.1
Idaho	13,501	13,187	6,682	6,505	314	302	12	17,914	75.4
Illinois	155,917	135,579	66,335	69,244	20,338	19,068	1,270	214,382	72.7
Indiana	78,502	73,143	36,044	37,099	5,359	4,623	736	105,518	74.4
Iowa	47,282	43,445	21,365	22,080	3,837	3,818	19	55,900	84.6
Kansas	32,701	30,890	15,444	15,446	1,811	1,691	120	43,810	74.6
Kentucky	45,593	41,203	20,227	20,976	4,390	3,740	650	71,188	64.0
Louisiana	55,572	46,297	21,370	24,927	9,275	7,437	1,838	84,664	65.6
Maine	17,280	15,445	7,594	7,851	1,835	529	1,306	21,662	79.8
Maryland	61,121	54,270	25,861	28,409	6,851	5,765	1,086	80,199	76.2
Massachusetts	86,434	73,802	36,606	37,196	12,632	8,568	4,064	109,611	78.9
Michigan	137,379	124,316	61,425	62,891	13,063	11,760	1,303	179,054	76.7
Minnesota	69,311	64,908	32,420	32,488	4,403	4,067	336	80,965	85.6
Mississippi	31,308	27,586	13,019	14,567	3,722	1,150	2,572	52,114	60.1
Missouri	69,636	62,265	31,016	31,249	7,371	6,748	623	93,378	74.6
Montana	12,588	12,135	6,167	5,968	453	404	49	15,148	83.1
Nebraska	25,252	22,410	11,240	11,170	2,842	2,779	63	29,690	85.1
Nevada	8,772	8,473	4,255	4,218	299	298	1	13,850	63.3
New Hampshire	13,873	11,722	5,533	6,189	2,151	1,115	1,036	17,353	79.9
New Jersey	108,607	94,564	46,831	47,733	14,043	12,358	1,685	133,762	81.2
New Mexico	19,355	18,424	8,930	9,494	931	467	464	26,422	73.3
New York	236,430	204,064	100,545	103,519	32,366	28,283	4,083	318,524	74.2
North Carolina	73,643	70,862	34,261	36,601	2,781	1,282	1,499	112,945	65.2
North Dakota	10,642	9,928	4,948	4,980	714	661	53	12,892	82.5
Ohio	159,903	144,169	71,268	72,901	15,734	14,731	1,003	201,524	79.3
Oklahoma	40,340	39,305	19,814	19,491	1,035	907	128	56,482	71.4
Oregon	31,623	29,939	14,754	15,185	1,684	1,501	183	45,877	68.9
Pennsylvania	172,491	146,458	72,286	74,172	26,033	23,266	2,767	214,887	80.3
Rhode Island	12,966	10,864	5,180	5,684	2,102	1,933	169	17,792	72.9

South Carolina	41,390	38,697	18,812	19,985	2,693	1,145	1,548	63,598	65.1
South Dakota.....	11,328	10,689	5,402	5,287	639	531	108	13,794	82.1
Tennessee	55,071	49,845	23,947	25,898	5,226	3,535	1,691	85,764	64.2
Texas	178,538	171,449	84,932	86,517	7,089	6,233	856	270,898	65.9
Utah	20,514	20,035	10,054	9,981	479	251	228	28,497	72.0
Vermont	7,654	6,733	3,333	3,400	921	293	628	10,272	74.5
Virginia.....	71,094	66,621	31,312	35,309	4,473	2,879	1,594	100,582	70.7
Washington	53,499	50,402	25,118	25,284	3,097	2,665	432	74,229	72.1
West Virginia.....	24,219	23,369	11,612	11,757	850	753	97	34,400	70.4
Wisconsin	76,282	69,332	33,961	35,371	6,950	6,475	475	93,553	81.5
Wyoming	6,229	6,072	3,103	2,969	157	10	147	8,571	72.7

NOTE: Excludes General Educational Development (GED) recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 1982, and unpublished tabulations (December 1982); and U.S. Department of Commerce, Bureau of the Census, 1980 Census of Population and Housing, special tabulations.

APPENDIX C

NORTHWEST LOCAL SCHOOL DISTRICT
DROP-OUT REPORT

Date of Report: _____ Date of Drop-Out _____

NAME OF SCHOOL: _____

Student's Name: _____ Birthdate: _____
(Last) (First) (Middle)

Address: _____ Zip Code: _____

Year Enrolled in District: _____

At time of drop-out: Age _____
Grade _____

COURSE OF STUDY

_____ Academic
_____ Vocational
_____ General
_____ Special Education

QUALITY OF SCHOLASTIC WORK

CURRENT YEAR		PREVIOUS YEAR	
Good	_____	Good	_____
Satisfactory	_____	Satisfactory	_____
Unsatisfactory	_____	Unsatisfactory	_____

ATTENDANCE

CURRENT YEAR		PREVIOUS YEAR	
Number of days absent	_____	Number of days absent	_____
Over 30 days absent	_____	Over 30 days absent	_____
Truancy	_____	Truancy	_____

DISCIPLINE RECORD

Repeated Suspensions _____ Some Suspensions _____

FAMILY STATUS - Living With: Both Parents _____
Father _____
Mother _____
Guardian _____
Spouse _____

How many times was student retained: _____ If no record, check here _____

Test date: IQ _____ Year _____
Objective Achievement: Years above level _____
Years below level _____
At grade level _____

Reason for leaving school: _____

_____

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_____
School Official

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